LA BANQUE D'INSTRUMENTS DE MESURE DE L'ONTARIO

ANGLAIS – WRITING – SPEAKING

AU CYCLE INTERMÉDIAIRE

Ministère de l'Éducation
Ontario

Le docteur Bette Stephenson, ministre
Harry K. Fisher, sous-ministre

THE ONTARIO COUNCIL
FOR LEADERSHIP IN
EDUCATIONAL
ADMINISTRATION

252 Bloor Street West
Toronto, Ontario Suite N665
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Peter E. Angelini, Executive Director

PLEASE POST

L'ORDINATEUR: COMMENT PREPARER LES ENSEIGNANTS?

le mars 10-11, 1983
Chimo Inn, Ottawa

Conferencier

Maurice Poirier
Conseiller pédagogique
Ministère de l'Education

Gérald Hurtubise
Conseiller pédagogique
Ministère de l'Education

Marc Godbout
Agent d'éducation
Ministère de l'Education

Objectifs

Permettre aux participants:

1. De s'informer quant aux développements récents dans le domaine des ordinateurs et de la formation en cours des enseignants.
2. D'identifier les éléments-clé nécessaires à la mise en oeuvre d'un tel programme.
3. De développer des stratégies de mise en oeuvre d'un tel programme de formation à l'échelle d'un conseil et d'une école.

Description du programme

L'avènement de l'ordinateur en milieu scolaire nécessitera une adaptation du personnel enseignant, un défi de taille. Cet atelier donnera aux participants les outils nécessaires pour bien planifier la mise en oeuvre d'un programme de formation pour enseignants.

Clientèle visée

Conseillers, surintendants, directeurs, personnes resources en ordinateurs.

Je desire participer à cette conference. Cheque di-inclus /_/ Event #22
Frais d'inscription: $200.00

Nom: _____

Employeur: _____

Adresse postale: _____

_____

_____

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EDUCATIONAL
ADMINISTRATION

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Toronto, Ontario Suite N665
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PLEASE POST

LA GESTION PEDAGOGIQUE A TOUS LES NIVEAUX DU SYSTEME SCOLAIRE

l'février 10-11, 1983
Chimo Inn, Ottawa

Conferencier

Marc Godbout
Ministère de l'Education

Cosimo Cinanni
Université d'Ottawa

Bernadette Larochelle
Ministère de l'Education

Gerald Samson
Conseil d'Education S. D. & G.

Gerald Lacombe
Conseil scolaire d'Ottawa

Maurice Poirier
Ministère de l'Education

François Soucy
Conseil des écoles séparées d'Ottawa

Objectifs

L'atelier permettera aux participants:

1. D'être sensibilisés aux grandes étapes de la planification pédagogique.
2. De définir le rôle et les tâches du manager interessé à devenir un leader et un agent de changement sur le plan pédagogique.
3. D'analyser et d'evaluer des modèles et des stratégies de mise en oeuvre d'un plan d'action pédagogique à partir d'un but et des objectifs fixés au préalable.

Description du programme

La gestion et la pédagogie: pourquoi ces deux composantes fondamentales de la scène éducative se retrouvent-elles si souvent en conflit? Les animateurs de cet atelier s'efforceront de faire la preuve qu'une réconciliation de ces deux éléments bénéficierait tant au gestionnaire qu'au pédagogue. Enfin, lors de la deuxième journée, les participants auront à analyser et évaluer divers modèles pratiques susceptibles d'entrainer une planification pédagogique des plus dynamiques au sein d'un conseil, d'une école, ou d'une salle de classe.

Clientèle visée: *Conseillers, surintendants, directeurs, chefs de secteur, enseignants.*

Je desire participer a cette conference. Cheque ci-inclus /_/ Event #4
Frais d'inscription: $200.00

Nom: _____

Employeur: _____

Adresse postale: _____

_____

_____

ANGLAIS -- INTERMEDIATE DIVISION / I
LA BANQUE D'INSTRUMENTS DE MESURE DE L'ONTARIO

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or

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The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto (Ontario)
M5S 1V6

(Cheques should be made payable to OISE.)

N.B. Sets of instruments for Anglais skills not covered in this document are being prepared.

ACKNOWLEDGEMENTS

The Ministry of Education extends thanks to all those persons who took part in the writing and testing of the instruments included in the four Anglais packages which have been, or are being prepared: the two collections of instruments addressed to the Junior Division and the two intended for the Intermediate Division.

These persons have not necessarily contributed to the undertaking in all its parts, yet it has been deemed preferable not to attempt to indicate precisely at what levels and in what areas each one was particularly active; in many cases, it would have been impossible or unfair to do so.

As a matter of record, however, the duration of the participation of members of the Central Team and of the Advisory Committee has been shown below.

I The Central Team

Major Responsibilities:

Over-all design, management and execution of the project; theory and techniques of educational measurement; preparation and follow-up of meetings of the Advisory Committee; writing of introductory materials; etc.

Composition:		from	to
Principal investigator:	Mr. Jean-Marie Joly	3/79	today
Co-directors:	Mrs. Ghyslaine Reid	3/79	3/81
	Mr. Gaston St-Pierre	3/79	6/80

from the Faculty of Education of the University of Ottawa.

Supervisory Officers:		from	to
	Messrs. Jacques Giroux	3/79	12/80
	Raymond Desjardins	1/81	today

from the Ministry of Education.

Special Advisor:		from	to
	Mrs. Yvonne Benton	1/82	6/82

from the Frontenac-Lennox and Addington County RCSSB.

Research Assistants:			Secretaries:	
Mmes.	Christiane Gagnon	(7/79 - 7/80)	Mmes. Jovette Coderre	(3/79 - 12/80)
	Monique Gallagher	(8/80 - 7/81)	Francine Dufort-Thérien	(9/81 - 12/81)
Messrs.	Michel Brabant	(7/79 -today)	Nicole Léonard-LeBlanc	(1/81 - today)
	Hermel Lebel	(8/81 - 7/82)		

II The Advisory Committee

Major responsibilities:

Formulation of educational objectives; selection of measurement strategies; approval of content of instruments: language skills tested, choice of composition topics, etc.; marking of writing and speaking samples; etc.

Composition:

(meaning of abbreviations: P: Public School Board
S: Separate School Board
O.I.S.E.: Ontario Institute for Studies in Education
F.E., U.O.: Faculty of Education, University of Ottawa
M.E.O.: Ministry of Education of Ontario)

			from	to
Sister M. McCoy		Sudbury Dist. (S)	11/79	today
Mmes.	P. Bak	Ottawa (P)	1/82	"
	D. Brochu	Nipissing Dist. (S)	11/79	"
	J. Lavigne-Renaud	Hearst (P)	1/82	"
	G. Reid	F.E., U.O.	11/79	"
	C. Welsh	Iroquois Falls Dist.(S)	1/82	"
Messrs.	G. Blake	M.E.O.	1/82	"
	Y. Boileau	Carleton (P)	1/82	2/82
	J.-M. Joly	F.E., U.O.	3/79	today
	R. Jones	Prescott-Russell	11/79	"
	J. Lachapelle	Sudbury Dist. (S)	1/82	"
	A. Lacroix	Welland County (S)	1/82	"
	J.-M. Major	Ottawa (P)	11/79	2/82
	G. St-Pierre	F.E., U.O.	3/79	6/80

III Item Writers and Editors

Note: The members of these two categories are too numerous to be mentioned by name; they will be identified only by reference to their employers. To the latter, as well as to the writers and editors themselves, the Ministry expresses its gratitude.

School Boards:

Nipissing (S), Ottawa (S), Prescott-Russell, Stormont, Dundas and Glengarry (S), Sudbury (S), Welland County (P).

Other Agencies:

Government of Canada: Linguistic Services Directorate, Official Languages Directorate;

Ministry of Education: Regional Office for Eastern Ontario;

University of Ottawa: Centre for Second Language Learning; Departments of Linguistic and of Philosophy; Faculty of Education.

IV Participants in the Experimental Administration

In November 1981, screening trials were conducted in schools administered by the following Boards:

Carleton (P)
Carleton (S)
Ottawa (P)
Ottawa (S)
Stormont, Dundas and Glengarry (S)

The Ministry wishes to express anew its gratitude to all those who made these trials possible, from the Directors of Education and other officials who gave the required support, to the teachers who administered the experimental instruments in their classes.

82.07.09

INVITATION

This collection constitutes a beginning, not an end result. Some of the instruments presented could undoubtedly be improved, the collection should be enlarged substantially. The Ministry invites all those who play a role in the educational system to contribute to the improvement of the Pool by suggesting:

- improvements and corrections to the existing instruments;
- new instruments; in particular, additional composition topics, situations and illustrations suitable to the age level addressed and to the objectives pursued;
- ways of completing the Pool by the addition of new types of instruments.

Moreover, comments on the "additive method" of marking compositions for grammar, suggestions for its improvement, reports of student reactions to it, etc., would be gratefully received.

Finally, in order to complete the selection of student essays (written and oral) reproduced here, the Ministry would be very pleased to receive further samples judged to be very good or excellent which have been obtained under the same conditions as those included in the Pool.

For all oral essay topics, and for those written essay topics which are to be marked analytically, each script should be accompanied by (a) a completed scoring form; (b) brief comments justifying the high marks recorded therein. For holistically-marked written essays, the first of these two conditions is not required.

For all oral essays, it would be imperative to forward to the Ministry both the recording and the written transcript; if requested to do so, the Ministry shall return or replace the cassettes received.

Please address all correspondence on these matters to:

B.I.M.O./Anglais
Research Branch
Ministry of Education
Mowat Block, 15th Floor
Queen's Park
Toronto (Ontario)
M7A 1L2

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INTRODUCTION

I. Types of Instruments Presented

This section of the Pool contains two types of instruments:

1. Discrete Instruments

   Each of these instruments may be used to determine whether students possess a given skill or knowledge, e.g. whether they have mastered a grammatical rule.

2. Integrative Assessment Instruments

   The procedures in this section test whether or not the student knows how to use language for the purposes of effective written communication. Traditionally, these instruments would be called "composition topics", but it is important to note that, in this Pool, they are much more than suggested topics: each one is accompanied by an assessment technique and by samples of student writing, scored and commented upon by teachers. It is hoped that, thanks to these features, the assessment of students' compositions will be made easier and more reliable.

II. Ways of Locating the Instruments

At the time of this writing, there exists no official Ministry of Education document listing the objectives to be achieved in the teaching of Anglais. Yet, for the purposes of planning and writing the instruments to be made available through this Pool, such a list constitutes a sine qua non. One was developed as part of the B.I.M.O. project, and is designated here "the B.I.M.O. Classification of Objectives".

In order to locate the instruments needed, the teacher may choose one of the following two methods:

1. The B.I.M.O. Classification of Objectives will be found on pages WRT - 3 and 4. The presentation of discrete instruments will follow the order of this classification; moreover, a page reference for each objective will enable the user to locate rapidly the corresponding instruments.

2. A detailed alphabetical index of the content covered is presented on pages WRT - 5 to 8. For example, the instruments on subject-verb agreement will be found under both of the following headings:

   Agreement: subject-verb
   Verbs: agreement with subject

   This index lists page numbers for the instruments covering each part of the contents.

The page number mentioned in relation to objectives of a rather general nature, and for which no discrete instruments have been prepared, refers to the beginning of the section which is devoted to integrative assessment instruments. The same is true of a very small number of quite specific objectives for which it was nevertheless felt inappropriate or impossible to write discrete instruments.

A. BIMO Classification of Objectives

4 The student should be able to demonstrate, in writing, the ability to relate personal experiences and to express ideas and feelings with clarity, logic and originality.

	List of Objectives	Pages (WRT -)
	The student...	
4.1	demonstrates an increasing competence in the use of the conventions of standard written English.	
4.1.1	uses an expanding vocabulary.	133
4.1.2	demonstrates increasing proficiency in spelling.	21
4.1.3	builds effective sentences demonstrating a knowledge of sentence elements and their relationships:	
4.1.3.1	identifies the nature of words, phrases and clauses in sentences;	69
4.1.3.2	identifies the function of words in sentences;	77
4.1.3.3	uses a correct ordering of the sentence's basic elements;	80
4.1.3.4	uses correctly simple, compound, complex and inverted sentences;	86
4.1.3.5	uses correctly the active and passive voices;	93
4.1.3.6	transposes sentences correctly;	97
4.1.3.7	punctuates correctly;	103
4.1.3.8	respects tense agreement rules;	108
4.1.3.9	applies basic grammatical rules;	112
4.1.3.10	uses the right connectors to show logical, chronological or spatial relationships.	128
4.1.4	develops writing skills:	133
4.1.4.1	uses simile and repetition when appropriate;	
4.1.4.2	structures paragraphs correctly;	

4.1.4.3 devises and follows an acceptable plan or follows a proposed one;

4.1.4.4 guides the reader by presenting the plan to be followed and by making use of transitions.

4.2 through writing, manifests creativity and the ability to learn through living and reading:

4.2.1 on request, writes short passages illustrating various modes:
- description
- narration;
- correspondence;
- exposition; 133

4.2.2 on request, writes short passages with a specific purpose in mind:
- to incite
- to arouse feelings
- to express feelings. 133

B. Alphabetical Index of Contents

Section One
DISCRETE INSTRUMENTS

I. Foreword

1. Order of Presentation of Instruments

The following pages present discrete instruments, which allow the tester to decide whether or not the student has acquired the specific knowledge or skill being tested. The order of presentation follows that used in the B.I.M.O. Classification of Objectives.

2. Description of Instruments

Each group of instruments is accompanied by several pieces of descriptive information which are listed below. The first three types of information are always provided; the others are, if available and deemed essential.

a) Objective (as worded in the B.I.M.O. Classification) to which the instruments relate;

b) Instructions to be given to the students when using these instruments (see Special Point a) below);

c) Correct answers (see Special Point b) below);

d) Grammatical content: identification of the particular skill or knowledge tested by these instruments;

e) Description of instruments if of an unusual type;

f) Procedures to be used when administering instruments if of an unusual type;

g) Supplementary material required when using certain instruments: tape recorder, scoring form, etc.;

h) Suggested method of scoring if more than one method is possible;

i) Relative level of difficulty of instrument if known: d (difficult), m (medium), e (easy); if unknown, an asterisk is used. (see Special Point c) below).

3. Special Points

a) The Instructions

The instructions which accompany each group of instruments have been designed to be used with pupils who are familiar with objective testing instruments: multiple choice, short answer, matching, etc. The teacher may use them as presented if it is felt that they are sufficiently explicit, but should not hesitate to make them more complete if necessary. One should bear in mind that there is no easy way to correct scores rendered unreliable by the fact that certain pupils misunderstood what they were expected to do, while nothing of importance is lost if one wastes a few seconds by giving to the class explanations which a few pupils do not need. A good way to ensure that everyone understands is to work out with the pupils the examples supplied : "Why isn't answer A correct, Jack? Jean, would answer C be the correct one? Why not?" etc.

b) How the Correct Answer is Indicated

In most cases, the correct answers are listed on the right-hand side of the page. In others, the correct answers will be located easily though their position varies.

c) Index of Relative Difficulty

In November 1981, preliminary field trials were conducted in Eastern Ontario schools for the purpose of determining the operational characteristics of the instruments related to writing which had been designed during the preceding years. Most of the instruments were administered at a single level: the Junior Division, the first two grades of the Intermediate Division (7-8), or the second half of the Division (9-10); a small number of instruments were administered in grades 7-10. Analysis of the scores obtained supplied, along with other information, difficulty indices which were grouped into three: d (difficult), m (medium) and e (easy); whenever possible, they have been indicated alongside the correct answers. They are located to the left of an oblique line if they apply to grades 7-8, to the right if they apply to grades 9-10, while an asterisk indicates that the difficulty of the item is not known.

Examples:

m/*: medium difficulty for 7-8, not known for 9-10;

*/d: difficulty not known for 7-8, difficult for 9-10;

d/m: instrument tested at both levels; difficult for 7-8, of medium difficulty for 9-10;

/: instrument for which the difficulty level is unknow at either level because (a) the item has been modified since the field trials or (b) it is an entirely new item (in terms of form or content) the addition of which was requested by the Advisory Committee after the field trials.

One should note carefully that the only correct interpretation of the indices reported is in terms of relative difficulty: the items marked with the letter (e) are those which students answered correctly most frequently in the preliminary field trials, those marked with the letter (d) were correctly answered least frequently, while those marked (m) are situated between the two extremes.

These difficulty indices must be treated with caution for the following three reasons:

i) the sample of students used for the preliminary field trials is probably not representative of all areas of the Province;

ii) the same pupils did not serve as experimental subjects for all of the instruments at a given grade level. It may be (even if the probability of this occurence is low) that the pupils who responded to a particular group of instruments were stronger, or weaker, than those who responded to some other group;

iii) the reported levels of difficulty are based on the sum total of all of the responses collected in two grades: 7 and 8, or 9 and 10. Thus, some Grade 7 classes might do poorly on instruments stated to be of medium difficulty for the 7-8 level while some Grade 8 classes do very well on them.

d) Reproducing the Instruments

How will teachers reproduce the testing instruments they wish to use? The answer to this question will depend on several considerations, but here are some general suggestions:

i) if a duplicating process is used, mask the answers and indices, where necessary, with a strip of paper;

ii) if only some of the instruments on a page are needed, use one of the following approaches: (a) by hand or typewriter, copy or have copied the required instruments on a stencil; (b) duplicate the whole page, either masking the unwanted instruments or telling the students which instruments to disregard; (c) if photocopying facilities are available, cut out the required instruments from a photocopy, assemble them and photocopy the resulting document.

4. Rationale for Bilingual Instructions

A special matter needs to be discussed at this point: the language to be used when administering the instruments contained in this Pool. It may come as a surprise to some that instructions to pupils are provided in both English and French, since a strong tradition has become established, in Ontario schools, to the effect that the mother tongue should be totally banished in the teaching of Anglais to Franco-Ontarian students. Why, then, should the Pool provide instructions in both languages? The answer to that question is as follows.

There is little doubt that systematic use of the mother tongue, when teaching a second language, can be detrimental to the learner. However, expert opinion appears to be that occasional use of the mother tongue is not to be feared, and should indeed be encouraged when it enables the teacher to highlight in a few seconds a contrast between the mother tongue and the target language that, otherwise, would require lengthy explanations or which might possibly never be perceived by the learner. To give but one example: does anyone really believe that harm will be done to francophone pupils if it is pointed out to them that English uses the verb "to be", whereas French uses the verb "avoir", to express the idea of being cold, hungry or thirsty?

Even if such occasional use of the mother tongue when teaching another language had been shown -- let it be repeated, it has not -- to be detrimental, one would still need to ponder whether such use when testing mastery of that language is also to be rejected; the requirements of good measurement do not necessarily coincide with those of effective instruction.

One moment of reflection should suffice to convince the user of this Pool that, when measuring pupil knowledge, the first concern should be for valid and reliable measurement, and that all steps not otherwise detrimental should therefore be taken to ensure that the subjects manifest fully their level of mastery. One such step is the use, for the purpose of giving instructions, of the language which the subjects know best, i.e. their mother tongue. Otherwise, incorrect answers will always constitute ambiguous phenomena, attributable to one of two factors: the subjects do not have the skill or knowledge being tested, or they did not understand what they were expected to do.

Insisting that the target language be used when testing knowledge of that language could, under certain circumstances, be compared to the administration of a written intelligence test to a subject whose eyesight is severely impaired, or a set of arithmetic problems involving substantial reading to a child suffering from dyslexia: in both cases, the subject is obviously handicapped by a deficiency which acts as a screen between his true level of skill and knowledge, and its observable manifestations.

It might be argued that classroom teachers know how to word the instructions for their Anglais tests and exams in such a way that even the weakest pupils will understand what is expected of them; that teachers will restrict themselves to the vocabulary and the level of sentence complexity which they know to be mastered by their pupils.

That may be so, and in that case the risk of obtaining unreliable measurements may be slight. The reader will understand that this situation did not exist for the authors of the instruments presented in this Pool. There existed no sure way of knowing which words or sentence structures were known to all the pupils who might eventually be tested with these instruments. Nor could it be assumed that every type of instrument used here would be familiar to these pupils, who would know at first glance how to approach them; indeed, the contrary is quite likely. Hence the need to provide full explanations, in the language which the subjects are most likely to understand, i.e. their mother tongue.

It was decided that, in the final analysis, the teacher was in the best position to decide whether the instructions to be used with a given class, with a given set of instruments, should be presented in French or in English, and that both should therefore be provided. Generally, the two sets of instructions are printed on two different pages, to remind teachers that they have to choose one or the other (or, between presenting only one and presenting both, letting the pupils decide which one best enables them to demonstrate their knowledge); in a few cases, where the instructions are very short, considerations of economy have led to presenting both on the same page, one at the very top and the other at the very bottom. In either case, teachers should have no difficulty in reproducing the set(s) of instructions to be used.

II. The Discrete Instruments

Objective 4.1.2: the student demonstrates increasing proficiency in spelling.

Introductory Note: Types of Instruments ..... p. WRT - 20

Contents	Instrument Nos.
Contracted (short) forms	1 - 5
"False friends"	6 - 11
Formation of new words or word forms:	
1- words ending in "e"	
a) by addition of an ending (er, est, ed, ing) or a suffix (able, ible, al, etc.) which starts with a vowel: regular cases;	12 - 17
b) by addition of a suffix (ment, ness, ly, etc.) which starts with a consonant: regular cases	18 - 23
c) exceptions (outrageous, seeing, etc.)	24 - 26
2- words ending in "y"	27 - 28
3- words ending in one or more consonants	
a) verbs	29 - 39
b) other words	40 - 43
Homophones	44 - 68
"ei/ie problem"	69 - 75
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Possessive case	100 - 107

Introductory Note: Types of Instruments

For this objective, three types of instruments, measuring essentially the same knowledge, are presented: multiple choice, dictation and interlinear editing. (To obtain a better understanding of each type, see the instructions to students, and the material itself:

multiple choice instruments: pp. WRT - 21 ff;
dictation: pp. WRT - 38 ff;
interlinear editing: pp. WRT - 48 ff.)

The reason for this variety is that no one type is universally considered as satisfactory; this point is made more explicit in the following pages. The teacher is in an ideal situation to decide which type to use, and when.

Since the knowledge tested with all three types of instruments is the same, the instrument numbers given above apply to all three, with two exceptions: problems dealing with pluralization and the formation of possessive cases are not presented in dictation form since, in most cases, the pronunciation of the target words would constitute an unmistakable clue to their spelling.

Objective 4.1.2: the student demonstrates increasing proficiency in spelling.

A - Multiple Choice Instruments

Advantages and Disadvantages

1) much knowledge tested in a short time
2) compact presentation of stimuli
3) quick, totally objective scoring
4) the "double-barreled" form adopted here felt by some to be confusing
5) the presentation of incorrect spellings felt to be objectionable by some teachers

Scoring

For obtaining an over-all index of the pupils' level of competence in spelling, the 0-1 scoring system is adequate since each instrument, though "double-barreled", addresses only one type of difficulty. For purposes of remedial teaching, however, teachers should do a frequency count of the pupils' answers so as to know which of the words tested are difficult for their class.

Instructions

The following questions test spelling. Look at the example. It presents a sentence where two words are missing. Underneath the sentence there are four ways of spelling these two words.

Let's do the example.

EXAMPLE

( ) The boys think that it is a _____ idea to _____ at the theatre.

A) grate - mete
B) great - meat
C) great - meet
D) grate - meet

You are to choose the answer where <u>both</u> words are spelled correctly. The correct answer is C. Place the letter C in the brackets.

Consigne

Les exercices suivants portent sur l'orthographe. Regarde l'exemple ci-dessous. Il présente d'abord une phrase où l'on a remplacé deux mots par des traits. Sous cette phrase, tu trouves ces mots orthographiés de différentes façons.

Faisons l'exemple ensemble.

EXEMPLE

( ) The boys think that it is a _____ idea to _____ at the theatre.

A) grate - mete
B) great - meat
C) great - meet
D) grate - meet

Tu dois trouver la ligne où les deux mots sont bien orthographiés et inscrire entre les parenthèses la lettre placée au début de cette ligne.

Il n'y a qu'une seule bonne façon d'écrire les deux mots qui manquent, c'est la façon C. Ecris cette lettre entre les parenthèses.

great

( ) 1. Back in _____ computers _____ used in junior grades. C */*

A) '63 - were'nt
B) 63 - were'nt
C) '63 - weren't
D) 63 - weren't

( ) 2. _____ fond of sailing but they _____ afford a boat. D */*

A) Theyr'e - cann't
B) They're - cann't
C) Theyr'e - can't
D) They're - can't

( ) 3. Why _____ you attend the party _____ planning for next month? A */*

A) wouldn't - we're
B) would'nt - we're
C) wouldn't - wer'e
D) would'nt - wer'e

( ) 4. John _____ be joining us for the game because he _____ completed his assignment. B */*

A) wonn't - hasn't
B) won't - hasn't
C) wonn't - has'nt
D) won't - has'nt

( ) 5. It _____ matter how hard I try, I _____ skate as well as John. B */*

A) does'nt - can't
B) doesn't - can't
C) does'nt - cann't
D) doesn't - cann't

( ) 6. We bought three _____ in the _____ store. D m/*

A) magasines - departement
B) magazines - departement
C) magasines - department
D) magazines - department

( ) 7. _____ is a very cold month in the _____ Circle. A */*

A) December - Arctic
B) Decembre - Arctic
C) December - Arctique
D) Decembre - Arctique

( ) 8. In Canada, _____ and oil are important _____. A m/*

A) gas - resources
B) gaz - resources
C) gas - ressources
D) gaz - ressources

( ) 9. His _____ _____ is listed in the directory. C */*

A) professional - adress B) professionnal - adress
C) professional - address D) professionnal - address

( ) 10. In the winter, Yvon _____ in his _____. B */*

A) exercices - apartment B) exercises - apartment
C) exercices - appartement D) exercises - appartement

( ) 11. The _____ maintained its _____. B m/*

A) governement - authority B) government - authority
C) governement - autority D) government - autority

( ) 12. Paula went into _____ because she was _____ a letter to her boyfriend. B */*

A) hidding - writing B) hiding - writing
C) hidding - writting D) hiding - writting

( ) 13. It would be _____ to make Joe _____ for the money. C */*

A) advisable - responseible B) adviseable - responseible
C) advisable - responsible D) adviseable - responsible

( ) 14. His _____ interruptions were _____. D */*

A) continueal - unforgiveable B) continual - unforgiveable
C) continueal - unforgivable D) continual - unforgivable

( ) 15. Peter started _____ his hilarious adventures in the _____ States. D */*

A) recitting - Unitted B) reciting - Unitted
C) recitting - United D) reciting - United

( ) 16. We are _____ to go _____ this afternoon. B */*

A) hopeing - skating B) hoping - skating
C) hopeing - skateing D) hoping - skateing

( ) 17. You think my sister's behaviour was _____? D */*
That is _____.

A) unbecomeing - debateable B) unbecoming - debateable
C) unbecomeing - debatable D) unbecoming - debatable

( ) 18. I was _____ sure that I had seen the _____ in the paper. A */*

A) absolutely - advertisement B) absolutly - advertisement
C) absolutely - advertisment D) absolutly - advertisment

( ) 19. Joan wrote a _____ tune; it has been _____ successful. C */*

A) lovely - immensly B) lovly - immensly
C) lovely - immensely D) lovly - immensely

( ) 20. His _____ in the _____ was most unfortunate. B */*

A) involvment - argument B) involvement - argument
C) involvment - arguement D) involvement - arguement

( ) 21. Due to the _____ of his home, he felt very _____. D */*

A) remotness - lonly B) remoteness - lonly
C) remotness - lonely D) remoteness - lonely

( ) 22. Say what you will, Jane is _____ _____. D */*

A) definitly - gracful B) definitely - gracful
C) definitly - graceful D) definitely - graceful

( ) 23. Though _____ handicapped, Arthur is very _____. A */*

A) severely - lively B) severly - lively
C) severely - livly D) severly - livly

( ) 24. If you think this is good _____, you certainly cannot A */*
be _____ very well.

A) refereeing - seeing B) refereing - seeing
C) refereeing - seing D) refereing - seing

( ) 25. _____ with the idea of _____ the wild animal, Tim opened the cage door. C */*

A) Agreeing - freing
B) Agreing - freing
C) Agreeing - freeing
D) Agreing - freeing

( ) 26. You consider her behaviour _____? I would say it is _____! A */*

A) courageous - outrageous
B) courageous - outragous
C) couragous - outrageous
D) couragous - outragous

( ) 27. They are _____ when they are _____ for a purpose. B */*

A) happyier - studying
B) happier - studying
C) happyier - studiing
D) happier - studiing

( ) 28. My sister _____ the _____ basket. B */*

A) carryied - heaviest
B) carried - heaviest
C) carryied - heavyest
D) carried - heavyest

( ) 29. We _____ the _____ car towards the garage. C */*

A) propelled - staled
B) propeled - staled
C) propelled - stalled
D) propeled - stalled

( ) 30. The mechanic _____ the wheels on the car but _____ to tighten the bolts. B */*

A) fited - failed
B) fitted - failed
C) fited - failled
D) fitted - failled

( ) 31. The actor who _____ in that movie has a deeply-_____ face. A */*

A) starred - scarred
B) stared - scarred
C) starred - scared
D) stared - scared

( ) 32. Sue _____ the handle in order to prevent herself from _____. A */*

A) gripped - tripping
B) griped - tripping
C) gripped - triping
D) griped - triping

( ) 33. It never _____ to me that I might be _____ to another teacher. C */m

A) occurred - refered B) occured - refered
C) occurred - referred D) occured - referred

( ) 34. _____ that important game _____ the young athlete. A */*

A) Winning - benefited B) Wining - benefited
C) Winning - benefitted D) Wining - benefitted

( ) 35. The _____ lamb _____ when it saw the wolf. A */*

A) frolicking - panicked B) frolicing - panicked
C) frolicking - paniced D) frolicing - paniced

( ) 36. The man was _____ to trial and later _____. D */*

A) commited - pardonned B) committed - pardonned
C) commited - pardoned D) committed - pardoned

( ) 37. The information was correctly _____ by the driver who _____ the car. C */*

A) interpreted - stoped B) interpretted - stoped
C) interpreted - stopped D) interpretted - stopped

( ) 38. I _____ the kitten the lady had _____ onto the carpet. A */m

A) petted - tipped B) peted - tipped
C) petted - tiped D) peted - tiped

( ) 39. The _____ of the audience _____ the ending of the movie for me. C */*

A) roaring - spoilled B) roarring - spoilled
C) roaring - spoiled D) roarring - spoiled

( ) 40. This _____ anthem is very _____ . B */*

A) nationnal - exceptional B) national - exceptional
C) nationnal - exceptionnal D) national - exceptionnal

( ) 41. Ray decided that reading an historical novel was _____ to reading _____ books. A */*

A) preferable - reference B) preferrable - reference
C) preferable - referrence D) preferrable - referrence

( ) 42. This section of the mountain is _____ and often _____ for climbers. A */m

A) dangerous - disastrous B) dangereous - disastrous
C) dangerous - disasterous D) dangereous - disasterous

( ) 43. _____ our junior athletes have _____ competed at the senior level. C */*

A) Occasionally- successfuly B) Occasionaly- successfuly
C) Occasionally- successfully D) Occasionaly- successfully

( ) 44. The _____ reminded me not to _____ the key. B m/*

A) principle - lose B) principal - lose
C) principle - loose D) principal - loose

( ) 45. The children _____ that it was wrong to _____ cookies. B */*

A) new - steal B) knew - steal
C) new - steel D) knew - steel

( ) 46. While on the _____, Charles did not spend a _____. C */*

A) road - sent B) rode - sent
C) road - cent D) rode - cent

( ) 47. Would you deliver these ____ to the house near the _____ ? B */*

A) flours - beech B) flowers - beach
C) flours - beach D) flowers - beech

( ) 48. Ivan _____into town in a _____ drawn by three horses. D */*

A) rowed - slay B) rode - slay
C) rowed - sleigh D) rode - sleigh

( ) 49. The results of the recent public opinion _____ seem to _____ earlier research. D d/*

A) pole - compliment
B) poll - compliment
C) pole - complement
D) poll - complement

( ) 50. They were not _____ sure _____ it would rain. C */*

A) quite - weather
B) quiet - weather
C) quite - whether
D) quiet - whether

( ) 51. My little sister thinks that _____ is easier _____ baking. B */*

A) sowing - than
B) sewing - than
C) sowing - then
D) sewing - then

( ) 52. At the market, we were _____ to purchase a _____ of watermelon. D */*

A) aloud - peace
B) allowed - peace
C) aloud - piece
D) allowed - piece

( ) 53. They could not be _____ careful with _____ belongings. C */*

A) too - there
B) to - there
C) too - their
D) to - their

( ) 54. I _____ what my mother is planning to _____ at the store. C */*

A) wonder - bye
B) wander - bye
C) wonder - buy
D) wander - buy

( ) 55. The ship was wrecked _____ the _____ of Wight. C m/*

A) off - Aisle
B) of - Aisle
C) off - Isle
D) of - Isle

( ) 56. To protect your _____, your shoes should have firm _____. D e/*

A) feat - souls
B) feet - souls
C) feat - soles
D) feet - soles

( ) 57. Champlain was the first white man to _____ the future _____ of Quebec City. C m/*

A) sight - cite
B) site - cite
C) sight - site
D) site - site

( ) 58. Finally, I _____ away my old _____ of jeans. D */*

A) through - pear
B) threw - pare
C) through - pair
D) threw - pair

( ) 59. A _____ is a very _____ thing. C */*

A) diary - personnel
B) dairy - personnel
C) diary - personal
D) dairy - personal

personal

( ) 60. What's the _____ for this cruise, my _____? D m/*

A) fair - deer
B) fare - deer
C) fair - dear
D) fare - dear

( ) 61. The _____ star of the show was _____ on his performance. D */*

A) mail - complemented
B) male - complemented
C) mail - complimented
D) male - complimented

( ) 62. The spectators remained very _____ while the _____ dancer performed. C */e

A) quiet - principle
B) quite - principle
C) quiet - principal
D) quite - principal

( ) 63. Jim wore a very _____ jacket and pants that were tight around the _____. B */*

A) plane - waist
B) plain - waist
C) plane - waste
D) plain - waste

( ) 64. Gerry often _____ a coat with a _____ in the sleeve. C */*

A) wears - whole
B) wares - whole
C) wears - hole
D) wares - hole

( ) 65. Before you speak, you should _____ till you see _____ excuse he gives. D */*

A) weight - witch
B) wait - witch
C) weight - which
D) wait - which

( ) 66. _____ the window came the smell of freshly-baked _____. C */*

A) True - bred
B) Trough - bred
C) Through - bread
D) Thorough - bread

( ) 67. Lynn replaced the broken _____ with a thin _____. B */*

A) pain - board
B) pane - board
C) pain - bored
D) pane - bored

( ) 68. _____ of my friends and I hope to make the hockey _____. B */e

A) Sum - team
B) Some - team
C) Sum - teem
D) Some - teem

( ) 69. Can you _____ he _____ such an expensive gift? C m/*

A) believe - recieved
B) beleive - recieved
C) believe - received
D) beleive - received

( ) 70. I _____ enjoy _____ travel. A */*

A) chiefly - foreign
B) cheifly - foreign
C) chiefly - foriegn
D) cheifly - foriegn

( ) 71. Liz was _____ when Suzan, my little _____, finally arrived. A */*

A) relieved - niece
B) releived - niece
C) relieved - neice
D) releived - neice

( ) 72. _____ one of us was _____ by his story. D */*

A) Niether - decieved
B) Neither - decieved
C) Niether - deceived
D) Neither - deceived

( ) 73. It was easy to _____ that Paul _____ his cousin. C */m

A) perceive - beleived
B) percieve - beleived
C) perceive - believed
D) percieve - believed

( ) 74. The loud, _____ _____ created a strong sensation. D */*

A) wierd - shreik
B) weird - shreik
B) wierd - shriek
D) weird - shriek

( ) 75. The bank teller acknowledged the _____ of the ____ money. C */*

A) receipt - counterfiet
B) reciept - counterfiet
C) receipt - counterfeit
D) reciept - counterfeit

( ) 76. The _____ asked Paula to _____ the canoe. C */*

A) Doctor - fassen
B) Docter - fassen
C) Doctor - fasten
D) Docter - fasten

( ) 77. You must hand in two _____ assignments before _____. B */*

A) seperate - Wensday
B) separate - Wednesday
C) seperate - Wednesday
D) separate - Wendsday

( ) 78. _____ Smith is looking for the _____. C */*

A) Sergeant - sergeon
B) Sargeant - sergeon
C) Sergeant - surgeon
D) Sargeant - surgeon

( ) 79. The _____ stated he had found the _____ most interesting. A */*

A) Colonel - conference
B) Kernel - conference
C) Colonel - confrence
D) Kernel - confrence

( ) 80. The _____ told me to _____ my schedule. B */*

A) Leftenant - adjust
B) Lieutenant - adjust
C) Leftenant - ajust
D) Lieutenant - ajust

( ) 81. I am _____ to the _____ for fixing the leaking tap. A */*

A) indebted - plumber B) indetted - plumber
C) indebted - plummer D) indetted - plummer

( ) 82. The teacher _____ Ann to accept the _____ of the coach. C m/*

A) advises - advise B) advices - advise
C) advises - advice D) advices - advice

( ) 83. Michael _____ to have a large _____ . B */*

A) apears - appetite B) appears - appetite
C) apears - apetite D) appears - apetite

( ) 84. John went to the _____ to watch the _____. D */*

A) libery - filim B) libary - filim
C) libary - film D) library - film

( ) 85. I soon _____ that he was a _____ companion. C */*

A) realized - pleazant B) realised - pleazant
C) realized - pleasant D) realised - pleasant

( ) 86. It is _____ to talk _____ in the cafeteria but not in the chapel. B */*

A) alright - a lot B) all right - a lot
C) alright - alot D) all right - alot

( ) 87. In the _____, not all children were taught the three _____. B */*

A) 1870s' - R's B) 1870's - R's
C) 1870s' - Rs' D) 1870's - Rs'

( ) 88. The _____ are afraid of the _____. B */*

A) calfs - wolves B) calves - wolves
C) calfs - wolfs D) calves - wolfs

( ) 89. We sold much more _____ than _____ today. C */*

A) potatoes - tomatos B) potatos - tomatos
C) potatoes - tomatoes D) potatos - tomatoes

( ) 90. Do not use these sets of _____ when typing those three _____. D */*

A) parenthesises - thesises B) parentheses - thesises
C) parenthesises - theses D) parentheses - theses

( ) 91. Two of my _____ are _____-of-all-trades. D */*

A) brother-in-law's - jack B) brother-in-laws - jack
C) brothers-in-laws - jacks D) brothers-in-law - jacks

( ) 92. The large quantity of _____ required to manufacture these blankets was provided by hundreds of _____. A */*

A) wool - sheep B) wools - sheep
C) wool - sheeps D) wools - sheeps

( ) 93. Frank performed his piano _____ in many music _____ throughout the province. C */*

A) solos - studioes B) soloes - studioes
C) solos - studios D) soloes - studios

( ) 94. There are no very large _____ in the Northwest _____. D */*

A) citys - Territorys B) cityies - Territoryies
C) cityes - Territoryes D) cities - Territories

( ) 95. The three _____ belong to many charitable _____. B */*

A) ladyies - societyies B) ladies - societies
C) ladyes - societyes D) ladys - societys

( ) 96. _____ were buzzing around the faces of the _____. B */*

A) Flyies - oxen B) Flies - oxen
C) Flyes - oxes D) Flys - oxes

( ) 97. One should not expect to find _____ in _____. C */*

A) monkeys - oasises B) monkies - oasises
C) monkeys - oases D) monkies - oases

( ) 98. The book contained pictures of _____ and _____. D */*

A) mooses - mongeese B) moose - mongeese
C) mooses - mongooses D) moose - mongooses

( ) 99. I noticed that two of the _____ were _____. A */*

A) passers-by - major-generals
B) passer-bys - major-generals
C) passers-by - majors-general
D) passer-bys - majors-general

( ) 100. The _____ success was praised in the _____ bulletin. C */*

A) class's - schools' B) class'es - schools'
C) class's - school's D) class'es - school's

( ) 101. The _____ cottage overlooked the _____ garden. A */*

A) Martins' - Joneses' B) Martin's - Joneses'
C) Martins' - Jones' D) Martin's - Jones'

( ) 102. My _____ cakes are as good as that _____. A */*

A) mother's - bakery's B) mothers' - bakery's
C) mother's - bakerys' D) mothers' - bakerys'

( ) 103. This store sells _____ and _____ suits. D */*

A) mens' - boy's B) men's - boy's
C) mens' - boys' D) men's - boys'

( ) 104. Their behavior in the _____ lounge has hurt our _____ reputation. D */*

A) student's - campus' B) students' - campus
C) student's - campu's D) students' - campus's

( ) 105. The _____ sales tax is lower than _____. C */*

A) Ontario - Quebec
B) Ontario's - Quebec
C) Ontario - Quebec's
D) Ontario's - Quebec's

( ) 106. Many friends of my _____ are members of the _____ union. A */*

A) father's - musicians'
B) fathers' - musicians'
C) father's - musician's
D) fathers' - musician's

( ) 107. Their _____ success was due to an increase in the demand for _____ uniforms. C */*

A) bosses' - girl's
B) bosses's - girls's
C) bosses' - girls'
D) bosses's - girls's

Objective 4.1.2: the student demonstrates increasing proficiency in spelling.

B - Dictation

Advantages and Disadvantages

1) the pupils are not exposed to incorrect spelling

2) the format is familiar to most pupils

3) the scoring is time-consuming

4) the instruments are made easier or harder almost at will, by the way in which the teacher pronounces the target words

Suggested Methodology

1. Read each sentence twice; the second time, pause briefly after each of the words the student must complete.

2. Pronounce each word clearly yet naturally, so as not to provide unwarranted clues concerning the spelling.

3. Since teachers may not want to distribute the "Instructions", the example they contain has been reproduced at the top of the Student's Answer Sheet.

Scoring: same remarks as for multiple choice instruments.

Difficulty: unknown, since the target words have not been tested in dictation form.

Instructions

The following questions test spelling. Look at the example presented below; there are two incomplete words in it. I will read this sentence; think of the missing letters. Listen carefully.

EXAMPLE

The boys think that it is a gr_____ idea to m_____ at the theatre.*

I will now reread the sentence; fill in the missing letters.

(The teacher reads the sentence again.)

Let us now check your answers.

Consigne

Nous allons faire une dictée d'un type particulier. Regarde bien la phrase ci-dessous; tu y remarques deux mots incomplets. Je vais lire cette phrase; écoute bien, et essaie de trouver les lettres qui manquent.

EXEMPLE

The boys think that it is a gr _____ idea to m _____ at the theatre.*

Je vais répéter la phrase; écris les lettres qui manquent.

(Le maître relit la phrase)

Vérifions ensemble vos réponses.

Note to the teacher: cover-up these two lines before photocopying.

*The boys think that it is a gr<u>eat</u> idea to m<u>eet</u> at the theatre.

Dictation: Teacher's Master Copy

1. Back in '63 computers weren't used in junior grades.
2. They're fond of sailing but they can't afford a boat.
3. Why wouldn't you attend the party we're planning for next month?
4. John won't be joining us for the game because he hasn't completed his assignment.
5. It doesn't matter how hard I try, I can't skate as well as John.
6. We bought three magazines in the department store.
7. December is a very cold month in the Arctic Circle.
8. In Canada, gas and oil are important resources.
9. His professional address is listed in the directory.
10. In the winter, Yvon exercises in his apartment.
11. The government maintained its authority.
12. Paula went into hiding because she was writing a letter to her boyfriend.
13. It would be advisable to make Joe responsible for the money.
14. His continual interruptions were unforgivable.
15. Peter started reciting his hilarious adventures in the United States.
16. We are hoping to go skating this afternoon.
17. You think my sister's behaviour was unbecoming? That is debatable.
18. I was absolutely sure that I had seen the advertisement in the paper.
19. Joan wrote a lovely tune; it has been immensely successful.
20. His involvement in the argument was most unfortunate.
21. Due to the remoteness of his home, he felt very lonely.
22. Say what you will, Jane is definitely graceful.
23. Though severely handicapped, Arthur is very lively.

24. If you think this is good refereeing, you certainly cannot be seeing very well.

25. Agreeing with the idea of freeing the wild animal, Tim opened the cage door.

26. You consider her behaviour courageous? I would say it is outrageous!

27. They are happier when they are studying for a purpose.

28. My sister carried the heaviest basket.

29. We propelled the stalled car towards the garage.

30. The mechanic fitted the wheels on the car but failed to tighten the bolts.

31. The actor who starred in that movie has a deeply-scarred face.

32. Sue gripped the handle in order to prevent herself from tripping.

33. It never occurred to me that I might be referred to another teacher.

34. Winning that important game benefited the young athlete.

35. The frolicking lamb panicked when it saw the wolf.

36. The man was committed to trial and later pardoned.

37. The information was correctly interpreted by the driver who stopped the car.

38. I petted the kitten the lady had tipped onto the carpet.

39. The roaring of the audience spoiled the ending of the movie for me.

40. This national anthem is very exceptional.

41. Ray decided that reading a historical novel was preferable to reading reference books.

42. This section of the mountain is dangerous and often disastrous for climbers.

43. Occasionally our junior athletes have successfully competed at the senior level.

44. The principal reminded me not to lose the key.

45. The children knew that it was wrong to steal cookies.

46. While on the road, Charles did not spend a cent.

47. Would you deliver these flowers to the house near the beech?

48. Ivan rode into town in a sleigh drawn by three horses.

49. The results of the recent public opinion poll seem to compliment earlier research.

50. They were not quite sure whether it would rain.

51. My little sister thinks that sewing is easier than baking.

52. At the market, we were allowed to purchase a piece of watermelon.

53. They could not be too careful with their belongings.

54. I wonder what my mother is planning to buy at the store.

55. The ship was wrecked off the Isle of Wight.

56. To protect your feet, your shoes should have firm soles.

57. Champlain was the first white man to sight the site of Quebec City.

58. Finally, I threw away my old pair of jeans.

59. A diary is a very personal thing.

60. What's the fare for this cruise, my dear?

61. The male star of the show was complimented on his performance.

62. The spectators remained very quiet while the principal dancer performed.

63. Jim wore a very plain jacket and pants that were tight around the waist.

64. Gerry often wears a coat with a hole in the sleeve.

65. Before you speak, you should wait till you see which excuse he gives.

66. Trough the window came the smell of freshly-baked bread.

67. Lynn replaced the broken pane with a thin board.

68. Some of my friends and I hope to make the hockey team.

69. Can you believe he received such an expensive gift?

70. I chiefly enjoy foreign travel.

71. Liz was relieved when Suzan, my little niece, finally arrived.

72. Neither one of us was decieved by his story.

73. It was easy to perceive that Paul believed his cousin.

74. The loud, weird shriek created a strong sensation.

75. The bank teller acknowledged the receipt of the counterfeit money.

76. The Doctor asked Paula to fasten the canoe.

77. You must hand in two separate assignments before Wednesday.

78. Sergeant Smith is looking for the surgeon.

79. The Colonel stated he had found the conference most interesting.

80. The Lieutenant told me to adjust my schedule.

81. I am indebted to the plumber for fixing the leaking tap.

82. The teacher advises Ann to accept the advice of the coach.

83. Michael appears to have a large appetite.

84. John went to the library to watch the film.

85. I soon realized that he was a pleasant companion.

Dictation: Student's Answer Sheet

Example: The boys think that it is a gr_____ idea to m_____ at the theatre.

1. Back in _____63 computers were_____ used in junior grades.
2. They_____ fond of sailing but they can_____ afford a boat.
3. Why would_____ you attend the party we_____ planning for next month?
4. John won_____ be joining us for the game because he has_____ completed his assignment.
5. It does_____ matter how hard I try, I can_____ skate as well as John.
6. We bought three maga_____ines in the depar_____ment store.
7. Decemb_____ is a very cold month in the Arcti_____ Circle.
8. In Canada, ga_____ and oil are important re_____ources.
9. His professio_____al a_____ress is listed in the directory.
10. In the winter, Yvon exerci_____es in his apar_____ment.
11. The gover_____ment maintained its aut_____ority.
12. Paula went into hi_____ing because she was wri_____ing a letter to her boyfriend.
13. It would be advis_____ble to make Joe respons_____ble for the money.
14. His continu_____l interruptions were unforgiv_____ble.
15. Peter started reci_____ing his hilarious adventures in the Uni_____ed States.
16. We are ho_____ing to go ska_____ing this afternoon.
17. You think my sister's behaviour was unbecom_____ng? That is debat_____ble.
18. I was absolut_____y sure that I had seen the advertis_____ent in the paper.
19. Joan wrote a lov_____y tune; it has been immens_____y successful.
20. His involv_____ent in the arg_____ent was most unfortunate.

21. Due to the remot_____ess of his home, he felt very lon_____y.

22. Say what you will, Jane is definit_____y grac_____ul.

23. Though sever_____y handicapped, Arthur is very liv_____y.

24. If you think this is good refer_____ng, you certainly cannot be s_____ng very well.

25. Agr_____ng with the idea of fr_____ng the wild animal, Tim opened the cage door.

26. You consider her behaviour courag_____us? I would say it is outrag_____us!

27. They are happ_____er when they are stud_____ng for a purpose.

28. My sister carr_____ed the heav_____est basket.

29. We prope_____ed the sta_____ed car towards the garage.

30. The mechanic fi_____ed the wheels on the car but fai_____ed to tighten the bolts.

31. The actor who sta_____ed in that movie has a deeply-sca_____ed face.

32. Sue gri_____ed the handle in order to prevent herself from tri_____ing.

33. It never occu_____ed to me that I might be refe_____ed to another teacher.

34. Wi_____ing that important game benefi_____ed the young athlete.

35. The froli_____ing lamb pani_____ed when it saw the wolf.

36. The man was commi_____ed to trial and later pardo_____ed.

37. The information was correctly interpre_____ed by the driver who sto_____ed the car.

38. I pe_____ed the kitten the lady had ti_____ed onto the carpet.

39. The roa_____ing of the audience spoi_____ed the ending of the movie for me.

40. This natio_____al anthem is very exceptio_____al.

41. Ray decided that reading a historical novel was prefe_____able to reading refe_____ence books.

42. This section of the mountain is danger____us and often disast____us for climbers.

43. Occasiona____y our junior athletes have successfu____y competed at the senior level.

44. The princip____ reminded me not to l____se the key.

45. The children ____ew that it was wrong to st____l cookies.

46. While on the ro____ , Charles did not spend a ____ent.

47. Would you deliver these flo____rs to the house near the b____ch?

48. Ivan ro____ into town in a sl____ drawn by three horses.

49. The results of the recent public opinion po____ seem to compl____ ment earlier research.

50. They were not qui____ sure w____ther it would rain.

51. My little sister thinks that s____wing is easier th____n baking.

52. At the market, we were al____ to purchase a p____ce of watermelon.

53. They could not be t____ careful with the____ belongings.

54. I w____nder what my mother is planning to b____ at the store.

55. The ship was wrecked o____ the ____le of Wight.

56. To protect your f____t, your shoes should have firm so____ .

57. Champlain was the first white man to si____ the ____ite of Quebec City.

58. Finally, I thr____ away my old p____ of jeans.

59. A d____ry is a very person____l thing.

60. What's the f____ for this cruise, my d____r ?

61. The ma____ star of the show was compl____mented on his performance.

62. The spectators remained very qui____ while the princip____ dancer performed.

63. Jim wore a very pla____ jacket and pants that were tight around the wa____ .

64. Gerry often w_____s a coat with a _____ole in the sleeve.

65. Before you speak, you should w_____t till you see w_____ch excuse he gives.

66. T_____ the window came the smell of freshly-baked br_____d.

67. Lynn replaced the broken pa_____ with a thin bo_____d.

68. S_____ of my friends and I hope to make the hockey t_____m.

69. Can you bel_____ve he rec_____ved such an expensive gift?

70. I ch_____fly enjoy for_____gn travel.

71. Liz was rel_____ved when Suzan, my little n_____ce, finally arrived.

72. N_____ther one of us was dec_____ved by his story.

73. It was easy to perc_____ve that Paul bel_____ved his cousin.

74. The loud, w_____rd shr_____k created a strong sensation.

75. The bank teller acknowledged the rec_____pt of the counterf_____t money.

76. The Doct_____ asked Paula to fas_____en the canoe.

77. You must hand in two sep_____rate assignments before We_____sday.

78. S_____rgeant Smith is looking for the s_____rgeon.

79. The _____nel stated he had found the conf_____ence most interesting.

80. The L_____tenant told me to a_____ust my schedule.

81. I am inde_____ed to the plu_____er for fixing the leaking tap.

82. The teacher advi_____es Ann to accept the advi_____e of the coach.

83. Michael a_____ears to have a large a_____etite.

84. John went to the lib_____ry to watch the fi_____ .

85. I soon reali_____ed that he was a plea_____ant companion.

Objective 4.1.2: the student demonstrates increasing proficiency in spelling.

C - Interlinear Editing

Advantages and Disadvantages

1) similarity to the everyday situation of a pupil reviewing his writing

2) scoring somewhat difficult (see below)

3) pupils exposed to incorrect spellings

Scoring

Each sentence to be edited presents two or more instances of the spelling difficulty being addressed (e.g. the ei - ie problem). All, some or none of these words are misspelled. Pupils earn a mark each time: (a) they do not correct a correctly spelled word; (b) they give the correct spelling of a misspelled one.

For instance, if a sentence contains two words that present the ei - ie difficulty, only one of which is correctly spelled, the pupil can earn two marks: one for leaving the correct word as is, one for giving the correct spelling of the other one.

Whatever corrections the pupil suggests for words other than the critical ones are disregarded for scoring purposes.

Difficulty: unknown, since the target words have not been tested in interlinear editing form.

Instructions

In the sentences that follow, cross out each misspelled word, then correct it very neatly as shown in this example:

great meet
The boys think that it is a ~~grate~~ idea to ~~meat~~ at the theatre.

This sentence has two errors, both of which have been corrected. Now do the following passages, correcting errors in the same way. Do not expect to find errors in all the sentences, nor the same number of errors in the sentences that contain some.

Consigne

Les exercices qui suivent sont des phrases où tu trouveras peut-être des erreurs d'orthographe. Si tu en trouves, barre le mot et écris-le correctement au-dessus. Regarde cet exemple:

great meet
The boys think that it is a ~~grate~~ idea to ~~meat~~ at the theatre.

Cette phrase contient deux erreurs, qui ont été corrigées. Si tu en trouves dans les exercices qui suivent, corrige-les de la même façon. Ne t'attends pas à trouver des erreurs dans tous les exercices, ni le même nombre d'erreurs dans tous ceux qui en contiennent.

Interlinear: Teacher's Master Copy

(weren't)
1. Back in '63 computers were'nt used in junior grades.

(They're) (can't)
2. Theyr'e fond of sailing but they cann't afford a boat.

3. Why wouldn't you attend the party we're planning for next month?

(won't)
4. John wonn't be joining us for the game because he hasn't completed his assignment.

(doesn't) (can't)
5. It does'nt matter how hard I try, I cann't skate as well as John.

(magazines) (department)
6. We bought three magasines in the departement store.

7. December is a very cold month in the Arctic Circle.

8. In Canada, gas and oil are important resources.

(address)
9. His professional adress is listed in the directory.

(apartment)
10. In the winter, Yvon exercises in his appartment.

(authority)
11. The government maintained its autority.

(writing)
12. Paula went into hiding because she was writting a letter to her boyfriend.

13. It would be advisable to make Joe responsible for the money.

(continual) (unforgivable)
14. His continueal interruptions were unforgiveable.

(United)
15. Peter started reciting his hilarious adventures in the Unitted States.

(hoping)
16. We are hopeing to go skating this afternoon.

(debatable)
17. You think my sister's behaviour was unbecoming? That is debateable.

18. I was absolutely sure that I had seen the advertisement in the paper.

(lovely) (immensely)
19. Joan wrote a lovly tune; it has been immensly successful.

(involvement) (argument)
20. His involvment in the arguement was most unfortunate.

(remoteness)
21. Due to the remotness of his home, he felt very lonely.

(definitely)
22. Say what you will, Jane is definitly graceful.

23. Though severely handicapped, Arthur is very lively.

24. If you thing this is good refereeing, you certainly cannot be seeing very well.

(freeing)
25. Agreeing with the idea of freing the wild animal, Tim opened the cage door.

(courageous)
26. You consider her behaviour couragous? I would say it is outrageous!

(happier)
27. They are happyier when they are studying for a purpose.

(carried) (heaviest)
28. My sister carryied the heavyest basket.

(propelled) (stalled)
29. We propeled the staled car towards the garage.

(fitted)
30. The mechanic fited the wheels on the car but failed to tighten the bolts.

31. The actor who starred in that movie has a deeply-scarred face.

(gripped) (tripping)
32. Sue griped the handle in order to prevent herself from triping.

(referred)
33. It never occurred to me that I might be refered to another teacher.

(Winning) (benefited)
34. Wining that important game benefitted the young athlete.

(frolicking)
35. The frolicing lamb panicked when it saw the wolf.

36. The man was committed to trial and later pardoned.

(stopped)
37. The information was correctly interpreted by the driver who stoped the car.

38. I petted the kittens the lady had tipped onto the carpet.

(spoiled)
39. The roaring of the audience spoilled the ending of the movie for me.

(national) (exceptional)
40. This nationnal anthem is very exceptionnal.

41. Ray decided that reading a historical novel was preferable to reading reference books.

(dangerous) (disastrous)
42. This section of the mountain was dangereous and often disasterous for climbers.

(Occasionally)
43. Occasionaly our junior athletes have successfully competed at the senior level.

(lose)
44. The principal reminded me not to loose the key.

(knew) (steal)
45. The children new that it was wrong to steel cookies.

(road)
46. While on the rode, Charles did not spend a cent.

(flowers) (beach)
47. Would you deliver these flours to the house near the beech?

48. Ivan rode into town in a sleigh drawn by three horses.

49. The results of the recent public opinion poll seem to complement earlier research.

(quite)
50. They were not quiet sure whether it would rain.

(sewing) (than)
51. My little sister thinks that sowing is easier then baking.

(piece)
52. At the market, we were allowed to purchase a peace of watermelon.

53. They could not be too careful with their belongings.

(wonder)
54. I wander what my mother is planning to buy at the store.

(off) (Isle)
55. The ship was wrecked of the Aisle of Wight.

(feet) (soles)
56. To protect your feat, your shoes should have firm souls.

(site)
57. Champlain was the first white man to sight the cite of Quebec City.

(threw) (pair)
58. Finally, I through away my old pare of jeans.

59. A diary is a very personal thing.

(fare)
60. What's the fair for this cruise, my dear?

(male) (complimented)
61. The mail star of the show was complemented on his performance.

(quiet) (principal)
62. The spectators remained very quite while the principle dancer performed.

(plain)
63. Jim wore a very plane jacket and pants that were tight around

(waist)
the waste.

64. Gerry often wears a coat with a hole in the sleeve.

(wait)
65. Before you speak, you should weight till you see which excuse he gives.

(Through) (bread)
66. Trough the window came the smell of freshly-baked bred.

67. Lynn replaced the broken pane with a thin board.

(Some)
68. Sum of my friends and I hope to make the hockey team.

(believe) (received)
69. Can you beleive he recieved such an expensive gift?

70. I chiefly enjoy foreign travel.

71. Liz was relieved when Suzan, my little niece, finally arrived.

(Neither) (deceived)
72. Niether one of us was decieved by his story.

(perceive) (believed)
73. It was easy to percieve that Paul beleived his cousin.

74. The loud, weird shriek created a strong sensation.

(receipt)
75. The bank teller acknowledged the reciept of the counterfeit money.

(Doctor) (fasten)
76. The Docter asked Paula to fassen the canoe.

(Wednesday)
77. You must hand in two separate assignments before Wensday.

(Sergeant) (surgeon)
78. Sargeant Smith is looking for the sergeon.

79. The Colonel stated he had found tne conference most interesting.

(Lieutenant) (adjust)
80. The Leftnant told me to ajust my schedule.

81. I am indebted to the plumber for fixing the leaking tap.

(advises) (advice)
82. The teacher advices Ann to accept the advise of the coach.

83. Michael appears to have a large appetite.

(library) (film)
84. John went to the libery to watch the filim.

(pleasant)
85. I soon realized that he was a pleazant companion.

(all right) (a lot)
86. It is alright to talk alot in the cafeteria but not in the chapel.

(R's)
87. In the 1870's, not all children were taught the three Rs'.

(wolves)
88. The calves are afraid of the wolfs.

(potatoes)
89. We sold much more potatos than tomatoes today.

90. Do not use these sets of parentheses when typing those three theses.

(jacks)
91. Two of my brothers-in-law are jack-of-all-trades.

92. The large quantity of wool required to manufacture these blankets

(sheep)
was provided by hundreds of sheeps.

(solos)
93. Frank performed his piano soloes in many music studios throughout the province.

(cities)
94. There are no very large citys in the Northwest Territories.

(ladies) (societies)
95. The three ladyies belong to many charitable societyies.

(oxen)
96. Flies were buzzing around the faces of the oxes.

97. One should not expect to find monkeys in oases.

(moose) (mongooses)
98. The book contained pictures of mooses and mongeese.

(major generals)
99. I noticed that two of the passers-by were majors-general.

(class's) (school's)
100. The class'es success was praised in the schools' bulletin.

(Martins')
101. The Martin's cottage overlooked the Joneses' garden.

102. My mother's cakes are as good as that bakery's.

(men's)
103. This store sells mens' and boys' suits.

(campus's)
104. Their behavior in the students' lounge has hurt our campus' reputation.

(Ontario)
105. The Ontario's sales tax is lower than Quebec's.

106. Many friends of my father's are members of the musicians' union.

107. Their bosses' success was due to an increase in the demand for

(girls')
girls's uniforms.

Interlinear: Student's Answer Sheet

1. Back in '63 computers were'nt used in junior grades.

2. Theyr'e fond of sailing but they cann't afford a boat.

3. Why wouldn't you attend the party we're planning for next month?

4. John wonn't be joining us for the game because he hasn't completed his assignment.

5. It does'nt matter how hard I try, I cann't skate as well as John.

6. We bought three magasines in the departement store.

7. December is a very cold month in the Arctic Circle.

8. In Canada, gas and oil are important resources.

9. His professional adress is listed in the directory.

10. In the winter, Yvon exercises in his appartment.

11. The government maintained its autority.

12. Paula went into hiding because she was writting a letter to her boyfriend.

13. It would be advisable to make Joe responsible for the money.

14. His continueal interruptions were unforgiveable.

15. Peter started reciting his hilarious adventures in the Unitted States.

16. We are hopeing to go skating this afternoon.

17. You think my sister's behaviour was unbecoming? That is debateable.

18. I was absolutely sure that I had seen the advertisement in the paper.

19. Joan wrote a lovly tune; it has been immensly successful.

20. His involvment in the arguement was most unfortunate.

21. Due to the remotness of his home, he felt very lonely.

22. Say what you will, Jane is definitly graceful.

23. Though severely handicapped, Arthur is very lively.

24. If you think this is good refereeing, you certainly cannot be seeing very well.

25. Agreeing with the idea of freing the wild animal, Tim opened the cage door.

26. You consider her behaviour couragous? I would say it is outrageous!

27. They are happyier when they are studying for a purpose.

28. My sister carryied the heavyest basket.

29. We propeled the staled car towards the garage.

30. The mechanic fited the wheels on the car but failed to tighten the bolts.

31. The actor who starred in that movie has a deeply-scarred face.

32. Sue griped the handle in order to prevent herself from triping.

33. It never occurred to me that I might be refered to another teacher.

34. Wining that important game benefitted the young athlete.

35. The frolicing lamb panicked when it saw the wolf.

36. The man was committed to trial and later pardoned.

37. The information was correctly interpreted by the driver who stoped the car.

38. I petted the kitten the lady had tipped onto the carpet.

39. The roaring of the audience spoilled the ending of the movie for me.

40. This nationnal anthem is very exceptionnal.

41. Ray decided that reading a historical novel was preferable to reading reference books.

42. This section of the mountain was dangereous and often disasterous for climbers.

43. Occasionaly our junior athletes have successfully competed at the senior level.

44. The principal reminded me not to loose the key.

45. The children new that it was wrong to steel cookies.

46. While on the rode, Charles did not spend a cent.

47. Would you deliver these flours to the house near the beach?

48. Ivan rode into town in a sleigh drawn by three horses.

49. The results of the recent public opinion poll seem to compliment earlier research.

50. They were not quiet sure whether it would rain.

51. My little sister thinks that sowing is easier then baking.

52. At the market, we were allowed to purchase a peace of watermelon.

53. They could not be too careful with their belongings.

54. I wander what my mother is planning to buy at the store.

55. The ship was wrecked of the Aisle of Wight.

56. To protect your feat, your shoes should have firm souls.

57. Champlain was the first white man to sight the cite of Quebec City.

58. Finally, I through away my old pare of jeans.

59. A diary is a very personal thing.

60. What's the fair for this cruise, my dear?

61. The mail star of the show was complemented on his performance.

62. The spectators remained very quite while the principle dancer performed.

63. Jim wore a very plane jacket and pants that were tight around the waste.

64. Gerry often wears a coat with a hole in the sleeve.

65. Before you speak, you should weight till you see which excuse he gives.

66. Trough the window came the smell of freshly-baked bred.

67. Lynn replaced the broken pane with a thin board.

68. Sum of my friends and I hope to make the hockey team.

69. Can you beleive he recieved such an expensive gift?

70. I chiefly enjoy foreign travel.

71. Liz was relieved when Suzan, my little niece, finally arrived.

72. Niether one of us was decieved by his story.

73. It was easy to percieve that Paul beleived his cousin.

74. The loud, weird shriek created a stong sensation.

75. The bank teller acknowledged the reciept of the counterfeit money.

76. The Docter asked Paula to fassen the canoe.

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79. The Colonel stated he had found the conference most interesting.

80. The Leftenant told me to ajust my schedule.

81. I am indebted to the plumber for fixing the leaking tap.

82. The teacher advices Ann to accept the advise of the coach.

83. Michael appears to have a large appetite.

84. John went to the libery to watch the filim.

85. I soon realized that he was a pleazant companion.

86. It is alright to talk alot in the cafeteria but not in the chapel.

87. In the 1870's, not all children were taught the three Rs'.

88. The calves are afraid of the wolfs.

89. We sold much more potatos than tomatoes today.

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92. The large quantity of wool required to manufacture these blankets was provided by hundreds of sheeps.

93. Frank performed his piano soloes in many music studios throughout the province.

94. There are no very large citys in the Northwest Territories.

95. The three ladyies belong to many charitable societyies.

96. Flies were buzzing around the faces of the oxes.

97. One should not expect to find monkeys in oases.

98. The book contained pictures of mooses and mongeese.

99. I noticed that two of the passers-by were majors-general.

100. The class'es success was praised in the schools' bulletin.

101. The Martin's cottage overlooked the Joneses' garden.

102. My mother's cakes are as good as that bakery's.

103. This store sells mens' and boys' suits.

104. Their behavior in the students' lounge has hurt our campus' reputation.

105. The Ontario's sales tax is lower than Quebec's.

106. Many friends of my father's are members of the musicians' union.

107. The bosses' success was due to an increase in the demand for girls's uniforms.

Objective 4.1.3.1: the student identifies the nature of words, phrases and clauses in sentences.

Content	Instrument Nos	Suggested Grade-Level
Part I - Words:		
Adverb Coordinate conjunction Preposition Subordinate conjunction	1 - 6	7 - 8
Indefinite pronoun Interrogative pronoun Personal pronoun Possessive pronoun	7 - 12	7 - 8
Demonstrative adjective Descriptive adjective Past participle Proper adjective	13 - 18	7 - 8
Demonstrative adjective Demonstrative pronoun Indefinite adjective Possessive pronoun Pronominal adjective	19 - 22	9 - 10
Common abstract noun Common collective noun Common compound noun Proper abstract noun Proper compound noun	23 - 27	9 - 10
Auxiliary Copula (linking) verb Intransitive verb Transitive verb	28 - 47 48 - 67	7 - 8 9 - 10
Part II - Phrases and Clauses:		
Adjective phrase Adverb phrase Verb phrase	68 - 75	7 - 8

Principal clause Relative clause Subordinate adjective clause Subordinate adverb clause	76-82	7-8
Adjective clause Adjective phrase Adverb clause Adverb phrase Noun clause	83-89	9-10

Note 1: English grammatical terminology appears not to be completely standardized throughout the Province, and teachers may wish to modify the wording of the suggested answers in the following sets of instruments. It should be realized, however, that this might affect the difficulty of the instruments in an unknown measure and direction.

Note 2: Because of the format of the following sets of instruments, it was judged unnecessary to provide instructions in French for all sets. Such instructions for the first one are presented here; pupils with whom they are used should be told that, in the other sets, only the suggested answers are different.

Dans l'exercice qui suit, tu dois dire si le mot souligné dans chacune des phrases est:

A) an adverb
B) a coordinate conjunction
C) a preposition
D) a subordinate conjunction

et écrire la lettre de la bonne réponse entre les parenthèses.

For each of the following sentences, decide whether the underlined word is:

A) an adverb
B) a coordinate conjunction
C) a preposition
D) a subordinate conjunction

and write the appropriate letter in the brackets.

( )	1. John ran <u>very</u> quickly because he was late.	A	d/*
( )	2. Tom raced them <u>to</u> the store.	C	m/*
( )	3. I knew that the weather would be <u>extremely</u> cold.	A	m/*
( )	4. The house that we built was made of cedar <u>and</u> bricks.	B	d/*
( )	5. The girls in the choir sing <u>harmoniously</u>.	A	d/*
( )	6. John ran very quickly <u>because</u> he was late.	D	d/*

For each of the following sentences, decide whether the underlined word is:

A) an indefinite pronoun
B) an interrogative pronoun
C) a personal pronoun
D) a possessive pronoun

and write the appropriate letter in the brackets.

( )	7. <u>Who</u> was there?	B	m/*
( )	8. We decided to pool their equipment with <u>ours</u>.	D	*/*
( )	9. <u>It</u> was I.	A	m/*
( )	10. This is my pen and this is <u>his</u>.	D	*/*
( )	11. When do <u>you</u> expect to graduate?	C	*/*
( )	12. Not <u>everyone</u> is as neat as you are.	A	*/*

For each of the following sentences, decide whether the underlined word is a:

A) demonstrative adjective
B) descriptive adjective
C) past participle
D) proper adjective

and write the appropriate letter in the brackets.

( ) 13. I knew that the weather would be extremely <u>cold</u>.	B	*/*
( ) 14. <u>Canadian</u> summers are short.	D	m/*
( ) 15. Butter is <u>made</u> from milk.	C	d/*
( ) 16. <u>These</u> books are necessary for the course.	A	*/*
( ) 17. I see in the paper that the head boy gave a speech <u>last</u> night.	B	*/*
( ) 18. <u>This</u> kind of sandwich tastes good.	A	*/*

For each of the following sentences, decide whether the underlined word is:

A) a demonstrative adjective
B) a demonstrative pronoun
C) an indefinite adjective
D) a possessive pronoun
E) a pronominal adjective

and write the appropriate letter in the brackets.

( ) 19. I like <u>that</u> one.	A	*/m
( ) 20. Why did you do <u>that</u>?	B	*/m
( ) 21. They write in <u>their</u> notebooks.	E	*/m
( ) 22. <u>Some</u> people like it hot.	C	*/e

For each of the following sentences, decide whether the underlined word is a:

A) common abstract noun
B) common collective noun
C) common compound noun
D) proper abstract noun
E) proper compound noun

and write the appropriate letter in the brackets.

( ) 23.	What is <u>life</u>?	A	*/e
( ) 24.	My <u>sister-in-law</u> was born in Toronto.	C	*/m
( ) 25.	<u>People</u> will always complain.	B	*/m
( ) 26.	<u>Thunder Bay</u> is a city located in Ontario.	E	*/m
( ) 27.	You can rely on <u>Providence</u> to help you.	D	*/m

For each of the following sentences, decide whether the underlined word is used as:

A) an auxiliary
B) a copula (linking) verb
C) an intransitive verb
D) a transitive verb
E) none of the above

and write the appropriate letter in the brackets.

( ) 28.	Joyce <u>ran</u> like a hare.	C	*/*
( ) 29.	Victor <u>was</u> a grand old man.	B	*/*
( ) 30.	Danny <u>smelled</u> the freshly-baked bread.	D	*/*
( ) 31.	If you want me to sing, I <u>will</u>.	A	*/*
( ) 32.	Mary <u>knelt</u> at the altar.	C	*/*
( ) 33.	This book <u>sounds</u> pretty exciting, the way you describe it.	B	*/*
( ) 34.	Won't you even <u>taste</u> the apple juice?	D	*/*
( ) 35.	The nurse looked after each one of his needs and <u>wants</u>.	E	*/*

( ) 36. The traitor <u>was</u> shot at dawn. A */*

( ) 37. This band can make pretty exciting <u>sounds</u>. E */*

( ) 38. In the fall, many people <u>can</u> tomatoes. D */*

( ) 39. These juices <u>taste</u> too sweet. B */*

( ) 40. Herbert <u>wants</u> a glass of water very badly. D */*

( ) 41. The freshly-baked bread <u>smelled</u> delicious. B */*

( ) 42. I <u>will</u> sing my favorite song. A */*

( ) 43. Try and <u>sound out</u> his views. D */*

( ) 44. Sally <u>remains</u> motionless. B */*

( ) 45. It's all a matter of <u>taste</u>. E */*

( ) 46. I'll paint that fence if you <u>want</u> me to. D */*

( ) 47. Uncle Sam <u>left</u> the day my father came back. C */*

( ) 48. Sue well <u>remembers</u> the incident. D */*

( ) 49. Quiet! Mommy <u>is sleeping</u>! C */*

( ) 50. I just had the strangest <u>feeling</u>. E */*

( ) 51. You <u>need</u> not tell me; I already know. A */*

( ) 52. <u>Make</u> him do it, that's all! D */*

( ) 53. The juice had <u>turned</u> quite bitter. B */*

( ) 54. I really <u>feel</u> for that person. C */*

( ) 55. I <u>need</u> a kilo of sugar and a litre of milk. D */*

( ) 56. Jonathan lay back on the pillow and <u>remembered</u>. C */*

( ) 57. Mommy <u>sleeps</u> the sleep of the just. D */*

( ) 58. <u>Feel</u> the lump on my head. D */*

( ) 59. Human beings have a <u>need</u> for love. E */*

( ) 60. What <u>make</u> of car is that? E */*

( ) 61. General, you will always be <u>remembered</u> for this victory. E */*

( ) 62. Mommy sleeps the <u>sleep</u> of the just. E */*

( ) 63. I <u>feel</u> sick; can you help me? B */*

( ) 64. You <u>need</u> not remind me of my duties. A */*

( ) 65. What an awful noise you <u>make</u>! D */*

( ) 66. <u>Turn</u> the bottle so I can see the label. D */*

( ) 67. The blind boy immediately <u>felt</u> my presence. D */*

For each of the following sentences, decide whether the underlined expression is:

A) an adjective phrase
B) an adverb phrase
C) a verb phrase
D) none of these

and write the appropriate letter in the brackets.

( ) 68. The ones <u>with her</u> were her friends. A */*

( ) 69. <u>When Paul arrived</u>, the party was already over. D */*

( ) 70. I <u>have seen</u> many eclipses of the moon. C */*

( ) 71. The girls <u>in the choir</u> sing harmoniously. A */*

( ) 72. The boy <u>she goes out with</u> is charming. D */*

( ) 73. The bird in the cage sits <u>on the perch</u>. B */*

( ) 74. He <u>had been walking</u> to school when the rain started. C */*

( ) 75. He wrote in the book while she painted <u>on the paper</u>. B */*

For each of the following sentences, decide whether the underlined expression is a:

A) principal clause
B) subordinate adjective clause
C) subordinate adverb clause
D) subordinate noun clause

and write the appropriate letter in the brackets.

( ) 76.	The lady <u>who spoke to us last night</u> is my aunt.	B	*/*
( ) 77.	If I were you, <u>I would find a new job</u>.	A	*/*
( ) 78.	The emblem <u>which was selected for Canada</u> is the hard-working beaver.	B	d/*
( ) 79.	Some arrived <u>after the bell had rung</u>.	C	d/*
( ) 80.	The house <u>that we built</u> was made of cedar and bricks.	B	d/*
( ) 81.	<u>Because it is raining</u>, the plants will not die.	C	d/*
( ) 82.	I knew <u>that the weather would be extremely cold</u>.	D	*/*

For each of the following sentences, decide whether the underlined expression is:

A) an adjective clause
B) an adjective phrase
C) an adverb clause
D) an adverb phrase
E) a noun clause

and write the appropriate letter in the brackets.

( ) 83.	The apartment <u>where Bob lives</u> is noisy.	A	*/d
( ) 84.	The tall girl <u>with blond hair</u> wore a red skirt.	B	*/m
( ) 85.	Everyone <u>who lives here</u> must pay rent.	A	*/d
( ) 86.	I will introduce you <u>when he arrives</u>.	C	*/m
( ) 87.	The new student asked <u>where the registrar's office was</u>.	E	*/d
( ) 88.	I returned the book <u>the day before yesterday</u>.	D	*/d
( ) 89.	Do you know <u>why Jo is upset</u>?	E	*/d

Objective 4.1.3.2: the student identifies the function of words in sentences.

Content	Instrument Nos	Suggested Grade-Level
Bare predicate Bare subject Modifier of bare predicate Modifier of bare subject	1 - 6	7 - 8
Direct object Indirect object Object of a preposition Subjective completion	7 - 13	7 - 8
Bare predicate Direct object Indirect object Noun modifier Predicate noun	14 - 19	9 - 10

Note 1: English grammatical terminology appears not to be completely standardized throughout the Province, and teachers may wishes to modify the wording of the suggested answers in the following sets of instruments. It should be realized, however, that this might affect the difficulty of the instruments in an unknown measure and direction.

Note 2: Because of the format of the following sets of instruments, it was judged unnecessary to provide instructions in French for all sets. Such instructions for the first one are presented here; pupils with whom they are used should be told that, in the other sets, only the suggested answers are different.

Dans l'exercice qui suit, tu dois dire si le mot souligné dans chacune des phrases est:

A) a bare subject
B) a bare predicate
C) a modifier of the bare predicate
D) a modifier of the bare subject

et écrire la lettre de la bonne réponse entre les parenthèses.

For each of the following sentences, decide whether the underlined word is a:

A) bare subject
B) bare predicate
C) modifier of the bare predicate
D) modifier of the bare subject

and write the appropriate letter in the brackets.

( )	1. <u>Slowly</u>, the bears advanced towards us.	C	*/*
( )	2. <u>Some</u> arrived after the bell had rung.	A	m/*
( )	3. Three <u>little</u> boys were at the door.	D	*/*
( )	4. Her books were stolen <u>yesterday</u>.	C	m/*
( )	5. Roses <u>bloom</u> in the summer.	B	*/*
( )	6. Because it is raining, the <u>plants</u> will not die.	A	m/*

For each of the following sentences, decide whether the underlined word is:

A) a direct object
B) an indirect object
C) an object of a preposition
D) a subjective complement

and write the appropriate letter in the brackets.

( )	7. Tom raced <u>them</u> to the store.	A	d/*
( )	8. Give <u>me</u> the book.	B	d/*
( )	9. Canadian summers are <u>short</u>.	D	d/*
( )	10. Butter is made from <u>milk</u>.	C	d/*
( )	11. Give me the <u>book</u>.	A	d/*
( )	12. It was <u>I</u>.	D	d/*
( )	13. The emblem which was selected for Canada is the hardworking <u>beaver</u>.	D	d/*

For each of the following sentences, decide whether the underlined word is:

A) an bare predicate
B) a direct object
C) an indirect object
D) a noun modifier
E) a predicate noun

and write the appropriate letter in the brackets.

( ) 14. Their <u>pet</u> cat drinks milk every morning.	D	*/e
( ) 15. I eat <u>breakfast</u> at 7 o'clock.	B	*/e
( ) 16. Good weather is a <u>must</u> for swimming.	E	*/d
( ) 17. Mrs. Jones is serving <u>coffee</u>.	B	*/m
( ) 18. Jo asked <u>Bill</u> the time.	C	*/d
( ) 19. Judy is a <u>college</u> girl.	D	*/m

Objective 4.1.3.3: the student uses a correct ordering of the sentence's basic elements.

Instructions

The exercises which follow deal with the correct order of words in sentences. Look at the example below. It presents an incomplete sentence, followed by two ways of completing it; both contain the same words, but in a different order.

EXAMPLE

( ) I saw ...

A) a cat crossing the street and her kittens.
B) a cat and her kittens crossing the street.
C) All of these
D) None of these

You are to say which of the two suggested answers is correct; here, it is the second one, and you should write B in the brackets.

If both suggested answers had been correct, you should have selected answer C ("All of these"); if they had both been incorrect, you should have selected answer D. ("None of these").

Consigne

Les questions qui suivent ont trait à l'ordre des mots dans les phrases anglaises. Regarde l'exemple ci-dessous. Il présente une phrase incomplète, puis deux façons de la compléter; elles contiennent les mêmes mots, mais ordonnés différemment.

EXEMPLE

( ) I saw ...

A) a cat crossing the street and her kittens.
B) a cat and her kittens crossing the street.
C) All of these
D) None of these

Faisons cet exemple ensemble.

Tu dois dire laquelle ou lesquelles des façons suggérées sont bonnes; ici, c'est la deuxième. Il faut donc inscrire B entre les parenthèses. Si toutes les façons suggérées étaient bonnes, il faudrait donner la réponse C ("All of these"); si elles étaient toutes mauvaises, il faudrait donner la réponse D ("None of these").

( ) 1. In the fire station were five ... fire trucks. B m/e

A) red, big, freshly-washed B) big, red, freshly-washed
C) freshly-washed, big, red D) None of these

( ) 2. Heidi is a ... A m/m

A) rosy-cheeked German girl. B) German rosy-cheeked girl.
C) All of these D) None of these

( ) 3. We went skiing in November, after the ... snowfalls. D d/m

A) big two first B) first big two
C) two first big D) None of these

( ) 4. On the table, ... I wanted to read. B */*

A) was the book recently published
B) was the recently published book
C) recently published was the book
D) None of the these

( ) 5. Mommy gave ... C e/e

A) my brother for dessert an orange.
B) an orange my brother for dessert.
C) my brother an orange for dessert.
D) None of these

( ) 6. We always take ... D m/e

A) before breakfast, the dog for a walk.
B) the dog before breakfast, for a walk.
C) for a walk, before breakfast the dog.
D) None of these

( ) 7. ... is fine with me. A e/e

A) Whichever you prefer B) You prefer whichever
C) Prefer you whichever D) None of these

( ) 8. ... was 3 meters tall. C e/e

A) For Christmas, the tree we bought
B) We bought the tree for Christmas
C) The tree we bought for Christmas
D) None of these

( ) 9. Peter tried to cut ... B e/e

A) the small tree with his pocket knife down.
B) down the small tree with his pocket knife.
C) with his pocket knife the small tree down.
D) None of these

( ) 10. The thieves ... A e/e

A) broke the lock with a hammer.
B) with a hammer broke the lock.
C) broke with a hammer the lock.
D) All of these

( ) 11. ... decide now? C e/e

A) We not can
B) Can not we
C) Can we not
D) Not we can

( ) 12. ... read nor write. B m/m

A) Neither could they
B) They could neither
C) Could they neither
D) None of these

( ) 13. ... of these books. A e/e

A) I liked both
B) Both I liked
C) I both liked
D) None of these

( ) 14. There has to be ... D */*

A) a way to solve better this problem.
B) a way to better solve this problem.
C) a way better to solve this problem.
D) None of these

( ) 15. ... clearly on the telephone. C */*

A) Has she never spoken B) Never she has spoken
C) She has never spoken D) She has spoken never

( ) 16. She ... D d/d

A) speaks fluently German. B) fluently speaks German.
C) All of these D) None of these

( ) 17. You don't like my soup, ... A e/e

A) is that it? B) is it that?
C) that it is? D) that is it?

( ) 18. I am going to the cinema; will ... with me? C e/e

A) you come not B) come you not
C) you not come D) come not you

( ) 19. You can invite ... to the party I'm giving. D e/e

A) you wish whomever B) you whomever wish
C) whomever wish you D) whomever you wish

( ) 20. They will have done ... B m/m

A) by this time next month most of the work.
B) most of the work by this time next month.
C) most of the work next month by this time.
D) None of these

( ) 21. He tied ... C m/m

A) around the package with his skillful fingers a piece of string.
B) with his skillful fingers a piece of string around the package.
C) a piece of string around the package with his skillful fingers.
D) with his skillful fingers around the package a piece of string.

( ) 22. She opened ... D m/m

A) very wide her mouth for the dentist.
B) her mouth for the dentist very wide.
C) for the dentist her mouth very wide.
D) None of these

( ) 23. The basement of our house has been flooded since those ... rainstorms. A m/e

A) two big June
B) big two June
C) June big two
D) None of these

( ) 24. He ... to my advice. B m/m

A) always has listened
B) has always listened
C) All of these
D) None of these

Objective 4.1.3.4: the student uses correctly simple, compound, complex and inverted sentences.

Instructions

In this exercise, you are asked to combine into one good sentence the ideas contained in several short ones. Look at the example below. It presents three short sentences, then three sentence beginnings numbered 1, 2 and 3, then four suggested answers.

EXAMPLE

( ) Ball point pens have become very popular.
They are convenient.
They are inexpensive.

1. Because they are ...
2. Ball point pens, which are ...
3. If they were ...

A) Beginnings 1 and 2
B) Beginnings 1 and 3
C) Beginnings 2 and 3
D) Beginnings 1, 2 and 3

Imagine that you wish to say, in just one sentence, exactly what the three short sentences say. Which of the suggested beginnings could you use? Let us do the example together. The first two beginnings suggested are good:

1. Because they are convenient and inexpensive, ball point pens have become very popular.

2. Ball point pens, which are convenient and inexpensive, have become very popular.

With the third beginning, you could also make a sentence, but it would not have the same meaning at all:

3. If they were convenient and inexpensive, ball point pens would have become very popular.

Since only beginnings 1 and 2 are good, the correct answer is A; you should write the letter A in the brackets.

Consigne

Les exercices qui suivent portent sur la façon de dire en une seule phrase longue ce que disent plusieurs phrases courtes. Regarde l'exemple ci-dessous. Il présente trois phrases courtes, puis trois débuts de phrase, numérotés 1, 2 et 3; enfin, tu trouves quatre réponses suggérées.

EXEMPLE

( ) Ball point pens have become very popular.
They are convenient.
They are inexpensive.

1. Because they are...
2. Ball point pens, which are...
3. If they were...

A) Beginnings 1 and 2
B) Beginnings 1 and 3
C) Beginnings 2 and 3
D) Beginnings 1, 2 and 3

Imagine que tu veux dire, en une seule longue phrase, exactement ce que disent les trois phrases courtes; lesquels des débuts de phrase proposés pourrais-tu employer?

Faisons cet exemple ensemble. Les débuts 1 et 2 permettent de rédiger la phrase voulue:

1. Because they are convenient and inexpensive, ball point pens have become very popular.

2. Ball point pens, which are convenient and inexpensive, have become very popular.

Avec le troisième début, on pourrait aussi faire une phrase, mais elle n'aurait pas du tout le même sens:

3. If they were convenient and inexpensive, ball point pens would have become very popular.

Puisque seuls les débuts 1 et 2 sont bons, la réponse est A; écris cette lettre entre les parenthèses.

( ) 1. Oranges grow well in a mild climate. A e/*
Florida has a mild climate.
Florida has a large orange crop.

1. Oranges grow...
2. Florida has...
3. Oranges having...

A) Beginnings 1 and 2
B) Beginning 3
C) Beginnings 1 and 3
D) Beginnings 1, 2 and 3

( ) 2. Basketball requires endurance. B m/*
Golf requires precision.

1. Both basketball and golf...
2. While basketball is...
3. Golf and basketball requiring...
4. Golf requires...

A) Beginnings 1 and 2
B) Beginnings 2 and 4
C) Beginnings 3 and 4
D) Beginnings 2 and 3

( ) 3. Paul's skates needed to be sharpened. A d/*
Paul took them to the shop.
Peter went directly to the skating rink.

1. Peter and Paul went together...
2. His skates needing...
3. Paul took his skates, which...
4. While Paul's skates...

A) Beginnings 2 and 3
B) Beginnings 1 and 2
C) Beginnings 3 and 4
D) Beginnings 1 and 3

( ) 4. Fir trees make the most beautiful Christmas trees. B d/*
Pine and spruce trees are also very popular.

1. Pine and spruce trees being...
2. More than fir trees...
3. Fir trees...
4. The most beautiful...

A) Beginnings 1 and 2
B) Beginnings 1 and 3
C) Beginnings 2 and 4
D) Beginnings 3 and 4

( ) 5. Janet has a cold. D d/*
Janet did not cover her head.
1. Because...
2. Having a cold,...
3. Janet's cold...
4. Janet, who...

A) Beginnings 1 and 2
B) Beginnings 1 and 3
C) Beginnings 3 and 4
D) Beginnings 1, 2 and 4

( ) 6. Ottawa is Canada's capital. A m/*
Ottawa is not Canada's largest city.
Ottawa is a beautiful city.
1. Beautiful Ottawa, Canada's capital, is not...
2. Ottawa, a beautiful city, is not...
3. Beautiful Ottawa is at the same time...

A) Beginnings 1 and 2
B) Beginnings 1 and 3
C) Beginnings 2 and 3
D) Beginnings 1, 2 and 3

( ) 7. Mary thinks it is impossible to predict the future. C d/*
Mary does not believe in weather forecasts.
1. Being convinced that...
2. Since she doesn't believe in weather forecasts..
3. Although she doesn't believe in weather forecasts...
4. Mary, who thinks predictions...

A) Beginnings 1 and 3
B) Beginnings 2 and 3
C) Beginnings 1 and 4
D) Beginnings 1, 3 and 4

( ) 8. The St. Lawrence is a tremendously busy river. D d/*
Collisions between ships and other accidents are
frequent on the St. Lawrence.
1. The St. Lawrence being...
2. The frequent collisions and other accidents...
3. Collisions and other acccidents occur frequently...
4. Even if the St. Lawrence...

A) Beginnings 1 and 3
B) Beginnings 1 and 4
C) Beginnings 2 and 3
D) Beginnings 1, 2 and 3

( ) 9. Paul and Paula are twins. C d/*
Paul and Paula have very different personalities.
1. Due to the fact that...
2. Being twins, Paul and Paula...
3. Paul's and Paula's very different personalities...
4. Despite the fact that they are twins...

A) Beginning 1
B) Beginning 2
C) Beginning 4
D) Beginnings 2 and 4

( ) 10. Patrick had breakfast. D m/*
Patrick left for school.
1. Patrick had breakfast and...
2. Patrick, having had...
3. Patrick left for school...
4. Before leaving for school...

A) Beginnings 1 and 2
B) Beginnings 2 and 3
C) Beginnings 2, 3 and 4
D) Beginnings 1, 2, 3 and 4

( ) 11. The Johnson twins take part in many races. A */m
They are very good at racing.
They often come in first and second.
1. The Johnson twins, who are very good ...
2. The Johnson boys, while they are twins ...
3. Having come in first and second in many races ...
4. The Johnson twins run very well, yet ...

A) Beginning 1
B) Beginnings 2 and 3
C) Beginnings 2 and 4
D) Beginnings 1, 2 and 4

( ) 12. Mary saw the cake. C */d
She wanted to eat a piece of it.
The cake looked delicious.
1. Mary wanted ...
2. The cake ...
3. Mary, wanting ...
4. Having seen ...

A) Beginnings 1 and 2
B) Beginnings 1 and 4
C) Beginnings 1, 2 and 4
D) Beginnings 2, 3 and 4

( ) 13. I will go to the sugar bush. A */m
I will collect maple sap.
I will make maple syrup.

1. When I go ...
2. Maple syrup ...
3. If I ...

A) Beginning 1
B) Beginnings 1 and 2
C) Beginnings 2 and 3
D) Beginnings 1 and 3

( ) 14. A new regulation has been announced by the Principal. D */m
It deals with dress and hair styles.
There should be a marked change in the students' appearance.

1. Having announced a new regulation, the Principal ...
2. The new regulation concerning ...
3. As a result of the new regulation ...
4. A new regulation, which should ...

A) Beginnings 1 and 2
B) Beginnings 3 and 4
C) Beginnings 1, 2 and 4
D) Beginnings 2, 3 and 4

( ) 15. After school, I would like to go to the football game. C */m
I am supposed to babysit after school.
I will try to find someone to replace me:

1. Trying to find someone ...
2. Since I would like ...
3. So that I can go ...
4. So that I can find ...

A) Beginnings 1 and 2
B) Beginnings 1 and 3
C) Beginnings 2 and 3
D) Beginnings 1, 2 and 4

( ) 16. We went to the play. We were late. A */e

We had to sit at the rear of the theatre.

1. We had to sit at the rear ...
2. Having to sit at the rear ...
3. Because we sat at the rear ...
4. Sitting at the rear ...

A) Beginning 1
B) Beginning 2
C) Beginnings 2 and 3
D) Beginnings 1 and 4

( ) 17. Peter felt he was not ready for the geography test. B */m
He took his geography book home.
He went over the material with his older brother.

1. With his older brother, Peter ...
2. Feeling that he was not ...
3. Peter's older brother, feeling that ...
4. While going over ...

A) Beginning 1
B) Beginnings 1 and 2
C) Beginnings 2 and 3
D) Beginnings 1, 3 and 4

( ) 18. The dancer was stunned with fright. D */m
He stood helpless at center stage.
The audience watched him.

1. Stunned with fright, the audience ...
2. Stunned with fright, the dancer ...
3. The audience watched the dancer ...
4. The audience watched while the dancer ...

A) Beginnings 1 and 2
B) Beginnings 1, 2 and 4
C) Beginnings 1, 3 and 4
D) Beginnings 2, 3 and 4

( ) 19. I turned on the shower. D */d
The water was very hot.
It scalded me.

1. Having turned on the shower, the very hot water ...
2. Having turned on the shower, I was scalded ...
3. When the water was very hot ...
4. When I turned it on, the shower's very hot ...

A) Beginnings 1 and 2
B) Beginnings 2 and 3
C) Beginnings 1 and 4
D) Beginnings 2 and 4

( ) 20. Paul had consumed a large quantity of alcohol. B */d
He was driving a motor vehicle.
He was committing an unlawful act.

1. Having consumed ...
2. Having committed ...
3. To drive a motor vehicle after having consumed ...
4. Paul's driving a motor vehicle after he had ...

A) Beginnings 1 and 3
B) Beginnings 1 and 4
C) Beginnings 2 and 3
D) Beginnings 1, 3 and 4

Objective 4.1.3.5: The student uses correctly the active and passive voices.

Instructions

In the following exercises, you will be asked to change sentences from the active voice to the passive, or the reverse.

Look at the example below. In the sentence, the verb which is underlined is in the passive voice. Below are four sentence beginnings.

EXAMPLE

( ) Because of the rain, the baseball game was postponed by the umpire.

A) Since it was raining, the baseball game...
B) The baseball game has been...
C) The umpire...
D) All of the above
E) None of the above

You must decide which of the suggested beginnings could be completed so as to say exactly the same thing as the sentence, using the underlined verb but in the active voice.

Let us do the example; answers A and B will not fit, but C will: "The umpire postponed the baseball game because of the rain." You should write C in the brackets.

Remember that you may have to change certain sentences from the active to the passive, and to do the reverse for others. If all the suggested beginnings are acceptable, answer "All of the above"; if they are all unacceptable, answer "None of the above".

Consigne

Les exercices qui suivent te demandent de mettre à la voix passive un verbe qui est à la voix active, ou l'inverse.

Regarde l'exemple ci-dessous; il présente une phrase où le verbe qui est souligné est à la voix passive, puis quatre débuts de phrase.

EXEMPLE

( ) Because of the rain, the baseball game <u>was postponed</u> by the umpire.

A) Since it was raining, the baseball game...
B) The baseball game has been...
C) The umpire...
D) All of the above
E) None of the above

Tu dois décider lequel des débuts de phrase suggérés permet, si on le complète, de dire exactement la même chose que la première phrase, en employant le verbe souligné à la voix active.

Faisons l'exemple ensemble. Les débuts A et B ne permettent pas de faire ce qui est demandé, mais le début C le permet: "<u>The umpire</u> postponed the baseball game because of the rain." Il faut donc inscrire C entre les parenthèses.

Rappelle-toi que (1) tu pourrais avoir, dans certaines phrases, à passer du passif à l'actif, et de l'actif au passif dans d'autres; (2) il se peut que tous les débuts suggérés soient bons (dans ce cas, réponds "All of the above") ou qu'ils soient tous mauvais (dans ce cas, réponds "None of the above").

( ) 1. Users of this library are not <u>to put</u> books <u>back</u> on the shelves. B d/*

A) Notice to users: Do not ...
B) Books should not ...
C) No user of this library ...
D) After being used, books are not to ...
E) All of the above

( ) 2. Mr. Savard, the baker, <u>makes</u> delicious cakes. C d/*

A) The cakes which Mr. Savard ...
B) Mr. Savard's ...
C) Delicious ...
D) All of the above
E) None of the above

( ) 3. The Navy <u>sank</u> the enemy ship in the Pacific. D d/*

A) The enemy's ship was ...
B) The enemy ship ...
C) In the Pacific, ...
D) All of the above
E) None of the above

( ) 4. Albert <u>gave</u> Jenny a box of chocolates for her birthday. D d/*

A) A box of chocolates ...
B) Jenny was ...
C) As a birthday present ...
D) All of the above
E) None of the above

( ) 5. We <u>have considered</u> every possible solution to this problem. B d/*

A) This problem ...
B) Every possible solution ...
C) Being considered ...
D) All of the above
E) None of the above

( ) 6. The lumbermen cut down all these pine trees during the summer. C */d

A) Cutting down ...
B) During the summer, the lumbermen ...
C) During the summer, all ...
D) All of the above
E) None of the above

( ) 7. Columbus discovered America in 1492. A */m

A) America ...
B) The discovery ...
C) Columbus, in 1492 ...
D) Columbus's ...
E) None of the above

( ) 8. Cocktails will be served to the guests in ten minutes. B */d

A) In ten minutes cocktails ...
B) In ten minutes we ...
C) The guests' ...
D) The guests ...
E) All of the above

( ) 9. Was that book written by Paula? D */m

A) Was Paula ...
B) Was Paula's ...
C) Was that book ...
D) Did Paula ...
E) All of the above

( ) 10. My mother received all of these gifts for Christmas. B */d

A) My mother's ...
B) All of these ...
C) As Christmas gifts, my mother ...
D) Christmas gifts were all ...
E) None of the above

Objective 4.1.3.6: the student transposes sentences correctly.

Instructions

The following exercises require you to change one kind of sentence into another kind; for instance, an affirmative sentence into a negative one. Look at this example:

EXAMPLE

Make the following sentence negative:

( ) I like chocolates.

A) I like not chocolates.
B) I don't like chocolates.
C) Both answers are correct.
D) Neither answer is correct.

Let us do this example. Only sentence B is correct, and you should write B in the brackets.

Now do the following exercises; at the beginning of each group of exercises, you will be told what kind of sentence you are to make.

Consigne

Dans les exercices qui suivent, tu devras montrer que tu sais transformer un type de phrase en un autre type; par exemple, rendre négative une phrase affirmative. Regarde l'exemple qui suit:

EXEMPLE

Make the following sentence negative:

( ) I like chocolates.

A) I like not chocolates.
B) I don't like chocolates.
C) Both answers are correct.
D) Neither answer is correct.

Faisons cet exemple ensemble.

La phrase B est la forme négative correcte de la phrase de départ; tu écris donc B entre les parenthèses.

Dans les questions qui suivent, si les deux phrases proposées sont correctes, choisis la réponse C ("Both answers are correct."); si elles sont toutes deux incorrectes, choisis la réponse D ("Neither answer is correct.").

Au début de chaque groupe d'exercices, on te dit quel type de phrase il faut faire.

Make the following sentences exclamatory.

( ) 1. I like my teacher. A */*

A) How I like my teacher!
B) I like my teacher very much!
C) Both answers are correct.
D) Neither answer is correct.

( ) 2. Clara has delightful manners. C */*

A) How delightful are Clara's manners!
B) What delightful manners Clara has!
C) Both answers are correct.
D) Neither answer is correct.

( ) 3. An enormous crowd watched the parade. D */*

A) How enormous a crowd that watched the parade!
B) What did an enormous crowd watch the parade!
C) Both answers are correct.
D) Neither answer is correct.

( ) 4. Some lovely trees grow in the orchard. B */*

A) Lovely are some of the trees that grow in the orchard!
B) What lovely trees grow in the orchard!
C) Both answers are correct.
D) Neither answer is correct.

( ) 5. The school bus is late today. B */*

A) As the school bus is late today!
B) How late the school bus is today!
C) Both answers are correct.
D) Neither answer is correct.

( ) 6. Your car is expensive. A */*

A) What an expensive car you have!
B) You have an expensive car!
C) Both answers are correct.
D) Neither answer is correct.

Make the following sentences <u>imperative</u>.

( ) 7. Each man decides for himself. B */*

A) Each man, decide for yourself.
B) Let each man decide for himself.
C) Both answers are correct.
D) Neither answer is correct.

( ) 8. People who don't want to go should say so now. D */*

A) Some persons say they do not want to go.
B) People who did not want to go said so at the time.
C) Both answers are correct.
D) Neither answer is correct.

( ) 9. You are asked to keep off the grass. B */*

A) Keep you off the grass.
B) Keep off the grass.
C) Both answers are correct.
D) Neither answer is correct.

( ) 10. John's father asked him to carry the heavy end. B */*

A) Will you carry the heavy end, John.
B) Carry the heavy end, John.
C) Both answers are correct.
D) Neither answer is correct.

( ) 11. We go to our cottage. D */*

A) We have to go to our cottage.
B) Go we to our cottage.
C) Both answers are correct.
D) Neither answer is correct.

( ) 12. John puts the food on the table. A */*

A) Put the food on the table, John.
B) John, are you putting the food on the table.
C) Both answers are correct.
D) Neither answer is correct.

Make the following sentences <u>negative interrogative</u>.

( ) 13. Fred would be very pleased. C */*

A) Would not Fred be very pleased?
B) Would Fred not be very pleased?
C) Both answers are correct.
D) Neither answer is correct.

( ) 14. They were involved in an accident. B */*

A) Were not they involved in an accident?
B) Were they not involved in an accident?
C) Both answers are correct.
D) Neither answer is correct.

( ) 15. Jack had finished the job on time. D */*

A) Jack did not had finished the job on time?
B) Did not Jack have finished the job on time?
C) Both answers are correct.
D) Neither answer is correct.

( ) 16. You would have expected him to write. B */*

A) Would you have not expected him to write?
B) Would you not have expected him to write?
C) Both answers are correct.
D) Neither answer is correct.

( ) 17. You think we should call a doctor. C */*

A) Do you not think we should call a doctor?
B) Don't you think we should call a doctor?
C) Both answers are correct.
D) Neither answer is correct.

Make the following sentences negative imperative.

( ) 18. Dad, we are going to that movie. B */*

A) Dad, why don't we go to that movie.
B) Dad, let us not go to that movie.
C) Both answers are correct.
D) Neither answer is correct.

( ) 19. Carole criticizes the teacher. D */*

A) Do criticize not the teacher, Carole.
B) Criticize not the teacher, Carole.
C) Both answers are correct.
D) Neither answer is correct.

( ) 20. You open some windows. C */*

A) Open no windows.
B) Do not open any windows.
C) Both answers are correct.
D) Neither answer is correct.

( ) 21. You look when I tell you. A */*

A) Don't look until I tell you.
B) Don't look when I tell you.
C) Both answers are correct.
D) Neither answer is correct.

( ) 22. Walk on the grass. D */*

A) Do walk not on the grass.
B) Walk not on the grass.
C) Both answers are correct.
D) Neither answer is correct.

Objective 4.1.3.7: the student punctuates correctly.

Instructions

These exercises will test your knowledge of good punctuation. Look at the example below. An incomplete sentence with numbered blanks is given. Underneath the sentence, four sets of punctuation marks are suggested.

EXAMPLE

( ) The new boy and his father __1__ having at last found the Guidance Office __2__ waited in the hall __3__

	1	2	3
A)	,	:	,
B)	:	,	
C)	,	,	
D)	,	,	.

You are to select the correct set of punctuation marks.

Let us do this example. Since the correct answer is D (The new boy and his father __,__ having at last found the Guidance Office __,__ waited in the hall __.__), you should write D in the brackets.

You will notice that, in some of the suggested answers, no punctuation mark has been placed above one or more of the short lines; this means that there would be no mark in the corresponding blank(s) in the sentence.

Consigne

Les exercices suivants portent sur la ponctuation. Regarde l'exemple ci-dessous. Il présente une phrase avec des espaces numérotés; en dessous, il y a 4 ensembles de signes de ponctuation.

EXEMPLE

( ) The new boy and his father __1__ having at last found the Guidance Office __2__ waited in the hall __3__

	1	2	3
A)	,	:	,
B)	:	,	
C)	,	,	
D)	,	,	.

Tu dois choisir l'ensemble qui contient la bonne ponctuation. Faisons cet exemple. Comme c'est l'ensemble D qui est correct (The new boy and his father __,__ having at last found the Guidance Office __,__ waited in the hall __.__), tu dois inscrire D entre les parenthèses.

Tu rencontreras parfois, dans les réponses, des traits au-dessus desquels il n'y a pas de signe; ils signifient qu'à ces endroits, il ne faut aucune ponctuation.

( ) 1. Mother said, "Janice __1__ did you buy apples __2__ oranges or peaches __3__ __4__ D m/*

	1	2	3	4
A)	___	,	"	?
B)	,	;	"	?
C)	___	___	?	"
D)	,	,	?	"

( ) 2. __1__ You will note __2__ however __3__ that the files have been missing since July 23 __4__ 1980 __5__ __6__ Paul replied. C m/*

	1	2	3	4	5	6
A)	___	,	,	___	,	___
B)	___	___	,	,	.	___
C)	"	,	,	,	,	"
D)	"	,	___	,	"	.

( ) 3. "My sister __1__ __2__ he said __3__ __4__ brought tulips __5__ __6__ B */*

	1	2	3	4	5	6
A)	,	,	___	,	"	.
B)	,	"	,	"	.	"
C)	,	,	,	___	,	"
D)	"	"	,	"	.	"

( ) 4. __1__ Oh __2__ how could you that __3__ __4__ yelled Susan. C d/*

	1	2	3	4
A)	___	!	!	___
B)	"	!	"	?
C)	"	,	?	"
D)	"	?	?	"

( ) 5. If he asks you __1__ __2__ tell him __3__ you don't know __4__ __5__ A m/*

	1	2	3	4	5
A)	,			.	
B)	:	"	:	.	"
C)	,		"	.	"
D)	:			!	

( ) 6. __1__ Did you find the book you were looking for __2__ __3__ inquired Don __4__ A */m

	1	2	3	4
A)	"	?	"	.
B)	"	"	?	.
C)		?		.
D)	"	:	"	?

( ) 7. "This cookie __1__ __2__ explained the teacher __3__ __4__ is called a sugar cookie __5__ __6__ C */m

	1	2	3	4	5	6
A)	,		,		.	"
B)	"		,	"	"	.
C)	,	"	,	"	.	"
D)	,	"	"	,	"	.

( ) 8. Paul and John __1__ for example __2__ can move the following __3__ the chairs __4__ the table __5__ the stove and the refrigerator. D */m

	1	2	3	4	5
A)		,	;	,	,
B)	,		,	,	,
C)	,	,	:		,
D)	,	,	:	,	,

( ) 9. After having read __1__ David Copperfield __2__ __3__ D */*
however __4__ I changed my mind about Dickens __5__
as a writer.

	1	2	3	4	5
A)	___	___	,	,	,
B)	"	"	,	,	,
C)	___	___	,	,	___
D)	"	"	,	,	___

( ) 10. "I'd like to introduce three new pupils __1__ B */e
Paul Andrews __2__ Peter Rodgers __3__ and
Yvonne Benton __4__ " said the teacher.

	1	2	3	4
A)	,	,	,	.
B)	:	,	,	,
C)	;	___	___	.
D)	:	___	,	,

Objective 4.1.3.8: the student respects tense agreement rules.

Instructions

From the verb forms suggested under each of the following sentences, select the appropriate one and write its letter in the brackets.

Consigne

Parmi les formes du verbe qui sont suggérées sous chaque phrase, choisis celle qui convient et inscris sa lettre entre les parenthèses.

( ) 1. He would invite her to the dance if he _____ her better. D e/*

A) know B) knows
C) known D) knew

( ) 2. If he had studied more, he _____ succeeded. D m/*

A) would be B) had
C) would had D) would have

( ) 3. When I woke up this morning, my father _____ his newspaper. C e/*

A) read B) has read
C) was reading D) will read

( ) 4. May I go to the movies after I _____ my homework? A e/*

A) finish B) finished
C) had finished D) will finish

( ) 5. We are starting to wonder when Mark, who _____ away for two weeks, will return. B m/*

A) had been B) has been
C) is going to be D) will be

( ) 6. Fred was sorry that he _____ the book. B m/*

A) has forgotten B) had forgotten
C) forgot D) will have forgotten

( ) 7. My children could not sleep last night because the wind _____ so hard. D e/*

A) blows B) has blown
C) is blowing D) was blowing

( ) 8. When I saw him he _____ in the library. C e/*

A) sits B) sitting
C) was sitting D) is sitting

( ) 9. As Jerry was leaving, I asked him where _____. B e/*

A) he goes B) he was going
C) did he go D) was he going

( ) 10. If Frank hadn't been accepted at this University, he _____ to Sherbrooke. A e/*

A) would have gone B) had been gone
C) was gone D) would have go

( ) 11. By the time the train arrives in Ottawa, we _____ dinner. D m/*

A) have finished B) had finished
C) finished D) will have finished

( ) 12. I _____ you I don't want you to go to that party; I have not changed my mind. A m/*

A) have told B) had told
C) did have told D) tell

( ) 13. The telephone _____ when the door bell _____. C */m

A) rung ... was ringing B) rings ... rang
C) was ringing ... rang D) rang ... rung

( ) 14. By the time I _____ for school this morning, my father _____ to work. A */m

A) left ... had gone B) leave ... was going
C) had left ... had gone D) leave ... had gone

( ) 15. We'd have written if we _____ the news sooner. D */m

A) had receive B) have received
C) had been receiving D) received

( ) 16. If they had the book, I'm sure they _____ it to Ellen. A */e

A) would give B) give
C) had given D) will have given

( ) 17. This would not have happened if I _____ more time. C */e

A) had took B) have taken
C) had taken D) took

( ) 18. Since Robert bought that car he _____ nothing but trouble with it. B */e

A) has B) has had
C) did have D) would be

( ) 19. I _____ Sherri would be late; she always is. D */*

A) know B) have known
C) known D) knew

( ) 20. If John had brought his racket, we _____ played tennis. A */e

A) could have B) may have
C) ought to have D) should have

( ) 21. Since that movie began playing in our town I _____ it at least four times. C */e

A) am seeing B) am going to see
C) have seen D) will see

( ) 22. If you had called me, I _____ glad to help you. A */e

A) would have been B) will have been
C) will be D) would be

( ) 23. By the time Jim gets here I _____. D */e

A) have left B) leave
C) will leave D) will have left

( ) 24. As soon as he returns, we _____ you. B */e

A) inform B) will inform
C) are informing D) informed

Objective 4.1.3.9: the student applies basic grammatical rules.

Contents	Suggested Grade Level	
	7-8	9-10
	Instrument Nos	
Auxiliaries	1 - 5	--
Comparatives and superlatives	6 - 12	13 - 16
Grammatical homophones	17 - 27	28 - 39
Quantitative words	40 - 44	--
Question words	45 - 49	50 - 60
Subject-verb agreement	61 - 67	68 - 75
Tag questions	76 - 80	81 - 85
Tense selection	86 - 93	94 - 99

Instructions

In doing the following exercises, you will have to choose words according to the rules of grammar. In each exercise, one or two words or phrases have been left out. Choose the correct one(s) from those suggested, and write the corresponding letter in the brackets. If the correct answer is not provided, choose "none of these".

Consigne

Les exercices qui suivent portent sur le choix du bon mot selon les règles de la grammaire anglaise.
Ce sont des phrases où un ou deux mots ou expressions ont été enlevés.
Choisis la bonne réponse parmi celles qui sont suggérées, puis inscris entre les parenthèses la lettre placée devant cette réponse.
Si aucun des mots ou expressions suggérés n'est acceptable, choisis la réponse "none of these".

( ) 1. Helen _____ left her umbrella on the bus. There's no other place it could be. A e/*

A) must have B) should have C) ought to have
D) would have E) none of these

( ) 2. The teacher ____ give me that information when I called him last night. B m/*

A) cannot B) could not C) should not
D) might not E) none of these

( ) 3. That man _____ put his money in a safe place if he was so afraid to lose it. D m/*

A) would have B) may have C) had better
D) should have E) all of these

( ) 4. John _____ stay home and practise the piano than play hockey. D m/*

A) could rather B) would better C) should better
D) would rather E) none of these

( ) 5. He _____ worn a blue shirt, but instead he chose a red one. E m/*

A) must have B) shall have C) can have
D) will have E) none of these

( ) 6. John is _____ hockey player of the two. A */*

A) the better B) best C) as good a
D) the best E) none of these

( ) 7. Last night I had _____ dream of my life. A */*

A) the most wonderful B) the wonderfullest
C) the more wonderful D) the wonderfuller
E) none of these

( ) 8. Mary is _____ girl in class. D */*

A) the most pretty B) the prettier
C) the more pretty D) the prettiest
E) none of these

( ) 9. In all fifteen races, his horse came in ahead of mine. His horse is _____ mine. C e/*

A) as fast as B) as faster as C) faster than
D) as faster than E) none of these

( ) 10. Sylvia failed math too; she's even _____ I. C m/*

A) worst than B) as worst as C) worse than
D) as worse as E) worser than

( ) 11. Mr. Johnson was _____ than the other gentleman. A m/*

A) more tactful B) most tactful C) as more tactful
D) as tactful E) all of these

( ) 12. I found that film _____ of the three; the other two were very enjoyable. D m/*

A) not so interesting B) least interesting
C) the less interesting D) the least interesting
E) none of these

( ) 13. My science book is _____ the one I used last year. A */m

A) newer than B) more new than C) new as
D) the newer than E) none of these

( ) 14. I think that I have just eaten the _____ candy in the whole box. E */m

A) sweeter B) more sweet
C) best sweet D) most sweet
E) none of these

( ) 15. I studied a lot for this History exam; it was even _____ than the Geography exam I wrote last week. A */e

A) more difficult B) very difficult C) most difficult
D) difficulter E) none of these

( ) 16. The record established in the 1500-meter race made it the _____ event of the whole Sports Meet. B */e

A) more exciting B) most exciting C) excitingest
D) excitinger E) none of these

( ) 17. If _____ going on holiday _____ will you leave your dog? B */*

A) your ... where
B) you're ... where
C) your ... were
D) you're ... were

( ) 18. As _____ Friday, _____ grandmother will be coming to visit. C e/*

A) it's ... you're
B) its ... you're
C) it's ... your
D) its ... your

( ) 19. The dog wagged _____ tail as it walked toward _____ car. C */*

A) its ... there
B) it's ... there
C) its ... their
D) it's ... their

( ) 20. Before _____ through, we will know _____ everybody lives. A */*

A) we're ... where
B) were ... where
C) we're ... were
D) were ... were

( ) 21. We _____ waiting over _____. B */*

A) where ... there
B) were ... there
C) where ... their
D) were ... their

( ) 22. _____ turn is it to water _____ plants? C */*

A) Whose ... are
B) Who's ... are
C) Whose ... our
D) Who's ... our

( ) 23. _____ my room, _____ is farther down the hall. C */*

A) Here's ... there's
B) Hears ... there's
C) Here's ... theirs
D) Hears ... theirs

( ) 24. _____ travelling by boat and so _____ we. A */*

A) They're ... are
B) Their ... are
C) They're ... our
D) Their ... our

( ) 25. _____ a book I _____ to read. D */*

A) Theirs ... won't B) There's ... won't
C) Theirs ... want D) There's ... want

( ) 26. _____ what you _____, my dear, I don't care! B */*

A) Ware ... want B) Wear ... want
C) Ware ... won't D) Wear ... won't

( ) 27. _____ the person _____ responsible for this dog? C */*

A) Where's ... whose B) Wares ... whose
C) Where's ... who's D) Wares ... who's

( ) 28. _____ somebody knocking on _____ door. C */*

A) There's ... are B) Theirs ... are
C) There's ... our D) Theirs ... our

( ) 29. "_____ all afraid of _____ bull," shouted the kids. D */*

A) Were ... you're B) We're ... you're
C) Were ... your D) We're ... your

( ) 30. The girl _____ project won the Science Fair is over _____. A */*

A) whose ... there B) who's ... there
C) whose ... their D) who's ... their

( ) 31. If _____ planning to stay at that hotel you had better check _____ rates. C */*

A) you're ... there B) your ... there
C) you're ... their D) your ... their

( ) 32. _____ my turn to describe the house _____ I live. A */*

A) It's ... where B) Its ... where
C) It's ... were D) Its ... were

( ) 33. _____ you injured when the tractor lost _____ wheel? B */*

A) Where ... its B) Were ... its
C) Where ... it's D) Were ... it's

( ) 34. _____ to decide the when and the _____ of it? C */*

A) Who's ... were B) Whose ... were
C) Who's ... where D) Whose ... where

( ) 35. If _____ hoping to enjoy all of _____ region's attractions, they had better come soon. D */*

A) their ... are B) they're ... are
C) their ... our D) they're ... our

( ) 36. They _____ so tired that they don't even _____ to eat. D */*

A) our ... won't B) are ... won't
C) our ... want D) are ... want

( ) 37. The painting isn't _____, _____ rented. C */*

A) theirs ... its B) there's ... its
C) theirs ... it's D) there's ... it's

( ) 38. _____ a good spot to plant _____ tree. D */*

A) Hears ... you're B) Here's ... you're
C) Hears ... your D) Here's ... your

( ) 39. In _____ class, the teacher _____ let the boys tease the girls. A */*

A) our ... won't B) are ... won't
C) our ... want D) are ... want

( ) 40. I learned _____ new words in today's geography lesson. E m/*

A) many B) some C) a few
D) several E) all of these

( ) 41. We know that _____ coffee is imported from Brazil. E m/*

A) some of B) much of C) most of
D) lot of E) a great quantity of

( ) 42. I sent _____ money to my niece on her birthday. E m/*

A) a large number B) a few of C) all of
D) many of E) a little

( ) 43. She takes _____ sugar in her coffee than I do. B e/*

A) little B) less C) fewer
D) some E) most

( ) 44. Mr. Jones didn't give us _____ specific instructions on this project. B m/*

A) no B) any C) some
D) none E) a few

( ) 45. _____ book did you borrow? Peter's. C m/*

A) Who B) Whom C) Whose
D) What E) none of these

( ) 46. _____ did you see? I saw my teacher. A */*

A) Whom B) What C) Who
D) Which E) none of these

( ) 47. _____ have these boys studied so little? They were too busy practising for the Field Day. E */*

A) Who B) What C) Which
D) When E) none of these

( ) 48. _____did the Micmacs hunt? They hunted caribou. C m/*

A) Why B) Who C) What
D) Whom E) none of these

( ) 49. _____ of the Canadian Provinces have you visited? D */*

A) What B) Who C) Where
D) Which E) none of these

( ) 50. _____ book is this? It belongs to my friend. E */*

A) What B) Who C) Where
D) Which E) none of these

( ) 51. _____ is the date of the foundation of Quebec? A */e
Champlain founded Quebec in 1608.

A) What B) Who C) Whose
D) Which E) none of these

( ) 52. _____ has the writer developed such imagination? B */e
By writing a few hundred lines each day.

A) What B) How C) When
D) Who E) none of these

( ) 53. _____ is the mayor of this town? Fred Smith was E */e
elected last month.

A) What B) Where C) When
D) Why E) none of these

( ) 54. _____ do you wish to see? I would like to see the D */e
librarian.

A) What B) Why C) Where
D) Whom E) none of these

( ) 55. _____ of these books should I read? I strongly C */e
recommend this new novel.

A) Who B) What C) Which
D) Where E) none of these

( ) 56. _____ is that man coming out of the doctor's B */e
office? That man is my Dad.

A) What B) Who C) Where
D) Why E) none of these

( ) 57. _____ do you suppose I could find a new lens for my camera? Right here in this store. E */*

A) When B) Why C) Who
D) Which E) none of these

( ) 58. _____ of the two teams do you expect will win? I think the Expos are due for a big win. B */e

A) What B) Which C) Who
D) Where E) none of these

( ) 59. To _____ is this letter addressed? To the president of the firm. D */e

A) who B) what C) which
D) whom E) none of these

( ) 60. For _____ is she knitting that sweater? For the new baby. E */d

A) who B) what C) which
D) why E) none of these

( ) 61. Neither of these two girls _____ willing to help; Joan or Paula _____ going to have to do the whole job. A */*

A) is ... is B) are ... is
C) is ... are D) are ... are

( ) 62. Two months _____ a long time to spend in a desert, specially if food and water _____ scarce. B */*

A) are ... are B) is ... are
C) are ... is D) is ... is

( ) 63. None of the students _____ willing to organize a dance but most _____ to attend. D */*

A) are ... wishes B) is ... wishes
C) are ... wish D) is ... wish

( ) 64. He is one of those boys who _____ find reading difficult, and _____ to great lengths not to show it. A */*

A) have ... goes B) has ... goes
C) have ... go D) has ... go

( ) 65. She is the only one of the Brown sisters who _____ coming; none of her brothers _____ coming either. A */*

A) is ... is B) are ... is
C) is ... are D) are ... are

( ) 66. Neither the Queen nor the Prime Minister of England _____ the idea, but the House of Commons _____ very pleased with it. B */*

A) like ... is B) likes ... is
C) like ... are D) likes ... are

( ) 67. Each one of the guests _____ approaching the stage; accompanying the head girl _____ the treasurer and two members of the school council. C */*

A) is ... is B) are ... is
C) is ... are D) are ... are

( ) 68. She is the only one of those who _____ present who _____ that the play was successful. B */*

A) was ... thinks B) were ... thinks
C) was ... think D) were ... think

( ) 69. Tne gang _____ bringing a dollar each; don't you think eight dollars _____ enough? B */*

A) is ... is B) are ... is
C) is ... are D) are ... are

( ) 70. There _____ quite a few ways of approaching this problem, but the staff _____ selected this one. B */*

A) is ... has B) are ... has
C) is ... have D) are ... have

( ) 71. Whether the captain or the crew _____ responsible for the accident _____ not been determined. B */*

A) were ... has
B) was ... has
C) were ... have
D) was ... have

( ) 72. Paul, with his brother, _____ at the station; everybody else _____ here. D */*

A) are ... are
B) is ... are
C) are ... is
D) is ... is

( ) 73. That's one of the two magicians who _____ in the show; neither _____ more than twenty-five years old. B */*

A) stars - is
B) star - is
C) stars - are
D) star - are

( ) 74. Mathematics _____ difficult for these students; in the higher grades, only a small number of them _____ Maths. D */*

A) are ... takes
B) is ... takes
C) are ... take
D) is ... take

( ) 75. A series of debates _____ planned for this grade and the majority of my students _____ to attend. D */*

A) are ... plans
B) is ... plans
C) are ... plan
D) is ... plan

( ) 76. Kathleen has won the first prize, _____ B */*

A) doesn't she?
B) hasn't she?
C) has she?
D) Kathleen has?
E) none of these

( ) 77. She has a lot of problems, _____? B */*

A) has she?
B) hasn't she?
C) has not she?
D) doesn't she?
E) none of these

( ) 78. Paul and Jerry bought the blue car, _____ B m/*

A) don't they? B) didn't they?
C) didn't they not? D) did they?
E) none of these

( ) 79. Our boys didn't lose another game, _____ A m/*

A) did they? B) didn't they?
C) don't they? D) did they not?
E) none of these

( ) 80. They weren't driving too fast again, _____ E d/*

A) they did? B) did they?
C) were they not? D) weren't they?
E) none of these

( ) 81. We didn't smoke, _____ C */m

A) hadn't we? B) had we? C) did we?
D) didn't we? E) none of these

( ) 82. The baseball game will be on TV tonight, _____ C */m

A) it will? B) it won't? C) won't it?
D) will it? E) none of these

( ) 83. The class spoke about that problem yesterday, _____ A */m

A) didn't it? B) did not it? C) did it?
D) it didn't? E) none of these

( ) 84. You invited Fred to the dance, _____ E */m

A) you did? B) did you? C) you did not?
D) did not you? E) none of these

( ) 85. She isn't in her room, _____ C */m

A) is she not? B) isn't she? C) is she?
D) she is? E) none of these

( ) 86. He _____ this exam last year. B e/*

A) takes B) took C) taked
D) is taking E) is taken

( ) 87. The smoke alarm _____ by accident. D m/*

A) set off B) sets off C) is setting off
D) was set off E) was setting off

( ) 88. It _____for three hours last night. E m/*

A) is rained B) is raining C) rains
D) has been raining E) none of these

( ) 89. It is possible that, in the future, students _____ by robots and machines. A e/*

A) will be taught B) will taught
C) will have been taught D) are taught
E) have been taught

( ) 90. I _____ typing the letter a moment ago. E m/*

A) finish B) have finished C) was finish
D) will finish E) finished

( ) 91. The nurse should _____ that student to the hospital. D */*

A) have take B) have took C) had taken
D) have taken E) none of these

( ) 92. Last winter the river _____ over. B */*

A) freezes B) froze C) frozen
D) will freeze

( ) 93. Give me few days, and this old clock _____ as it used to. C */*

A) had stroke B) strikes C) will strike
D) stroke E) none of these

( ) 94. He _____ for this company since 1970. A */m

A) has worked B) was working C) worked
D) works E) is working

( ) 95. Pierre and Carlos _____ a great deal of English since September. D */m

A) learn B) had learned C) would learn
D) have learned E) learned

( ) 96. The robins _____ southward two weeks ago. E */m

A) flying B) flown C) are flying
D) fly E) none of these

( ) 97. Did Ellen _____ a dress? A */e

A) buy B) bought C) has bought
D) buying E) none of these

( ) 98. I _____ my brown jacket but I should _____ the blue one. E */m

A) wear ... worn B) wore ... wearing
C) worn ... worn D) wore ... worn
E) none of these

( ) 99. The weather _____ very cold for the last three days, and the lake _____ over now. D */m

A) is ... freezes B) was ... has been frozen
C) is ... froze D) has been ... is frozen
E) had been ... has been frozen

Objective 4.1.3.10: the student uses the right connectors to show logical, chronological or spatial relationships.

Instructions

In the following exercise, the sentences are incomplete. Choose the correct word or words to complete them from those suggested, and write the corresponding letter in the brackets.

Consigne

Les exercices suivants portent sur les mots de liaison. Chacun présente une phrase incomplète; tu dois choisir, parmi les réponses suggérées sous la phrase, celle qui convient le mieux et inscrire entre les parenthèses la lettre qui précède cette réponse.

( ) 1. I will be angry with you _____ you put the toys back into the box. C e/*

A) although B) otherwise
C) unless D) whenever

( ) 2. Electricity is produced _____ water power turns the generator. C m/*

A) during B) although
C) when D) since

( ) 3. Danny is quite different from his brother _____ they look alike. A e/*

A) even though B) whether
C) thus D) because

( ) 4. They were going to the theatre _____ they changed their mind at the last minute. B e/*

A) as B) but
C) or D) so

( ) 5. Barry has been playing tennis _____ he was five years old. B e/*

A) as B) since
C) after D) when

( ) 6. Mrs. Clark glanced at the clock _____ her daughter returned from the party. A m/*

A) as B) although
C) during D) until

( ) 7. We finally learned _____ the jar contained 256 jelly beans. C e/*

A) after B) although
C) that D) though

( ) 8. _____ it was very cold, the children wanted to play outside. A e/*

A) Although B) As
C) Since D) Unless

( ) 9. The four-year-old was angry at the puzzle _____ it confused him. B */e

A) which B) because
C) otherwise D) unless

( ) 10. _____the criminal paced around in his cell, he felt extremely cold. A */*

A) Although B) Because
C) Since D) So that

( ) 11. _____this is taken from her, she will lose it! B */m

A) After B) Unless
C) Until D) While

( ) 12. _____he picked a chocolate from the metal box, the teacher walked in. B */e

A) Although B) As
C) If D) Since

( ) 13. _____you follow the route shown on the map, you will arrive at your destination. A */e

A) If B) As
C) Since D) Wherever

( ) 14. That part of the river freezes late _____ it is salt water. C */e

A) if B) but
C) because D) while

( ) 15. We differ _____ our parents ____ the trip we are planning. D */m

A) about - of B) from - of
C) on - about D) with - about

( ) 16. _____ I was borrowing the pencil _____ John, somebody stole my eraser. B */e

A) While - off
B) While - from
C) Until - off
D) Unless - from

( ) 17. We agreed _____the plan to divide the money equally, _____we had all shared in the work. C */e

A) for - while
B) for - since
C) on - since
D) on - while

( ) 18. _____we are in agreement _____the plot, we disagree _____the ending of the story. C */m

A) Although - for - with
B) Thus - upon - at
C) Although - on - with
D) Thus - on - at

Section Two
INTEGRATIVE ASSESSMENT INSTRUMENTS: WRITTEN COMPOSITIONS

I. Foreword

1. Usefulness of Compositions

Knowledge of the vocabulary and grammar of a language is necessary for good written expression, but it does not guarantee the effectiveness of communication. As everyone knows, regular reference to a dictionary and a grammar textbook does not ensure the making of a great poet, novelist or speaker.

In addition to the discrete instruments presented in the preceding pages, the teacher will therefore want to continue to make use of compositions; this type of testing will reveal whether the pupils, while respecting the formal requirements of the language, know how to adapt their writing to attain a particular objective: to inform, to persuade, to move, to amuse, etc.

In teaching Anglais in the Intermediate Division, however, one does not want to place excessive emphasis on written work. Hence, the instruments presented in this section are not overly plentiful. In this area, anyway, no instrument pool could hope to fulfill completely the variety

of needs experienced by teachers in all four Intermediate grades in all areas of this Province. As will be stated more fully in the following pages, the intent has therefore been to provide Ontario teachers with examples of the large variety of appropriate composition topics; with samples of student writing, marked and annotated; and, more important yet, with techniques and tools which they will be able to apply to compositions and topics of their own choosing.

2. A Problem: The Marking of Compositions

Unfortunately, compositions often are, in practice, mediocre instruments of measurement because of the great difficulty of marking them in a reliable manner. The subjectivity and inconsistency of this marking are facts of life. It has often been shown that, unless stringent precautions are taken, the same paper (a) independently assessed by several markers, will receive substantially differing marks; (b) corrected twice by the same marker, will be evaluated quite differently if the interval between the two assessments has been long enough for the marker to forget the mark assigned the first time.

3. Two Solutions

The efforts made to overcome these serious difficulties have been oriented in two very different directions, both of which are reflected in this Pool. The first approach attempts to improve the traditional method of marking; it is discussed under the heading "Guided Analytic Scoring". The second constitutes a complete break with the traditional method and will be referred to here as "Collective Holistic Scoring".

a) Guided Analytic Scoring

The causes of the subjectivity of marking are known:

i) different markers do not agree on the criteria to be used: quality of grammar, organization of ideas, style, sentence variety, breadth and precision of vocabulary, spelling, neatness, etc. The Pool has attempted to overcome this difficulty by proposing a scoring form which lists the five criteria to be used;

ii) even if various markers agree on what criteria should be taken into account, they may not attach the same weighting to each when determining the overall score. The proposed scoring form indicates the weightings given to each of the five areas;

iii) even if these two difficulties are surmounted, the personal standards of the teachers (that is, their views of what can be expected of students at a given grade level) may vary greatly.

It is for this reason that, for each of the composition topics to be presented in the following pages, several writing samples, along with completed scoring forms and comments, have been reproduced. It is hoped that this material will help to establish common standards for teachers in Ontario's French-Language Schools, so that the same composition would receive approximately the same mark if it were corrected by several scorers, even in different areas of the Province. On the other hand, the compositions written by other pupils will not be truly comparable to the samples reproduced in the Pool unless they are obtained under the same conditions: time allowed, help given, etc. It is for that reason that "records of procedure", describing the circumstances under which the writing samples were gathered, have been provided. Teachers will understand that, in order to assess the writing of their pupils by the same standards as those applied to the samples reproduced here, the same conditions must be re-created in the classroom.

b) Collective Holistic Scoring

This method of assessment rests on two postulates:

i) in marking compositions, passing separate judgments on every aspect of content and form matters much less than arriving at an overall assessment which answers the question: does this writing attain its goal? With this in mind, a piece of writing is deemed good if it attains its objective (to inform, to amuse, to persuade, to move, etc.), bad if it does not. This overall assessment is expressed by placing each composition in one of a small number of categories, sometimes as few as four ("very good, good, weak, very weak", for instance), rarely more than ten (represented by marks 1 to 10);

ii) the best way to reduce the subjectivity of marking is to have several people score the same composition independently; if their judgments do not agree, either their marks are averaged, or additional markers are brought in until a majority view clearly emerges.

4. Contents of This Section

This part of the Pool contains suggested composition topics suited to the interests and intellectual development of students in the Intermediate Division. Moreover, these topics have been selected so as to correspond to a number of "language functions". This relatively new concept underlies a considerable amount of research and development work recently carried out in the area of language instruction, and it was felt appropriate for the Pool to incorporate and illustrate this concept. Hence the reference, for each suggested topic, to the language function tapped.

Furthermore, the topics are accompanied by writing samples which are scored and commented upon, and by a description of the conditions under which they were gathered. Here are some observations concerning the use of this material.

a) The three or four writing samples on each topic which are reproduced here are presented in descending order of quality; yet, the first one which will be encountered is in no way presented as an Ontario nec plus ultra. It is extremely important to note, for example, that the highest marks assigned in connection with the analytically-marked topics are in fact not very high, a reflection of the Advisory Committee's conviction that there undoubtedly are a number of students in this Province who could produce significantly better essays on these topics.

b) As stated above, it is obvious that the list of topics will not satisfy all of the testing needs of most teachers; over the course of four years, pupils will most probably be asked to write more than four or five compositions. Consequently, until more topics are added to this section of the Pool, teachers should use the material sparingly; for example, one or two of the suggested topics might be used at the beginning of the school year for diagnostic purposes, or toward the end of the year for summative assessment.

c) Therefore, it is hoped that these instruments will mainly be of help:

   i) by suggesting a method of assessment (the scoring form and the pedagogical notions which underlie its use) which can be applied to topics selected by the teacher as well as to those presented here;

   ii) by showing some of the variety in the types of writing that can be done at a given grade level: descriptions, narrations of real or imagined events, presentation of personal views, etc.;

   iii) specially by helping the teachers, thanks to the proposed method of assessment and the sample scripts, make more valid and more reliable judgments on the quality of the writing produced by their pupils.

d) In order for the standards illustrated by this material to be applicable to their pupils' writing, teachers must, as far as possible, create the same testing conditions as those under which the samples were collected.

e) The topics presented and illustrated by sample scripts were marked as follows:

	Marking Approaches	
Level	Analytic	Holistic
7-8	1	1
9-10	1	2
Total	2	3

Teachers at both levels will therefore have the opportunity to see each of the two marking approaches applied to at least one topic assigned at their own level.

II. Guided Analytic Marking

A. How to Use the Scoring Form

1. The proposed scoring form, found on the next page, identifies five criteria, and groups them under two main headings:

1. Ideas	Content
2. Organization	
3. Vocabulary	Language
4. Style	
5. Grammar	

2. For each criterion (with the exception of grammar; see below), the marker will, first, judge the essay to be "very good", "good", "weak" or "very weak".

   This range purposely does not include a middle point, such as "acceptable" or "average".

3. In order to help the teacher pass such judgments, the scoring form suggests, for each criterion, a number of points to be observed. For example, "Ideas" is further broken down into:

weaknesses ↓		strengths ↓
( )	relevance	( )
( )	richness	( )
( )	originality	( )

Scoring Form: Written Compositions

Pupil	Grade	Date	Marker
		/ /	

(weaknesses) (strengths)

Criteria:

A) Content (60)

1- Ideas:		Very weak: 0 to 19	
( )-relevance	( )	Weak : 20 to 26	
( )-variety	( )	Good : 27 to 33	40
( )-originality	( )	Very good: 34 to 40	
2- Organization:		Very weak: 0 to 9	
( )-plan	( )	Weak : 10 to 13	
( )-introduction & conclusion	( )	Good : 14 to 16	20
( )-coherent sequencing of ideas	( )	Very good: 17 to 20	
( )-paragraph structure	( )		

B) Language (40)

3- Vocabulary:		Very weak: 0 to 4	
( )-precision	( )	Weak : 5 or 6	
( )-breadth	( )	Good : 7 or 8	10
( )-correctness	( )	Very good: 9 or 10	
4- Style:		Very weak: 0 to 4	
( )-variety of sentence structure	( )	Weak : 5 or 6	
		Good : 7 or 8	10
( )-appropriateness	( )	Very good: 9 or 10	

Sub-total: 80

5- Grammar:			
( )-sentence structure	( )	M	additive:
( )-agreements: gender, number, person	( )	E	no. of errorless segments = ___ (max.: 20) 20
( )-agreements: tense	( )	T	
( )-spelling and usage	( )	H	
( )-punctuation	( )	O	subtractive:
		D	20 — no. of errors = ___ (min.: 0) 20

TOTAL: ___% (sub.) ___% (add.)

If the scorer is impressed by the richness of the ideas expressed in the script, he/she will place a check mark under "strengths" in the right hand brackets; conversely, if the ideas expressed are poor, a mark may be placed under "weaknesses". When the whole composition has been read, such notations will facilitate making the required assessment: more marks on the right must logically lead, for Ideas, to an assessment of "very good", more marks on the left, to an assessment of "very weak", the absence of marks, to a "good" or "weak" assessment. Two points are to be remembered: (a) the suggested lists of points to observe are neither exhaustive nor exclusive, and could be followed by "etc."; (b) the use of these lists is optional.

4. The scorer could stop there; unless there is a reason to produce an overall score, there is no need to convert the qualitative assessments into numbers. Indeed, for many students, such assessments would probably be more enlightening than a percentage mark.

5. If the teacher wishes to award numerical marks, the scoring form suggests appropriate ranges. For example, the assessment "very good" for Ideas may be converted into a mark between 34 and 40 inclusively, and the assessment "very weak", into a mark between 0 and 19 inclusively; the mark assigned is then recorded in the space provided.

6. Adding the scores from the five areas produces an overall score on 100. A composition which is judged to be very weak in all areas will automatically receive a failing mark, that is, a mark below 50%.

B. How to Mark for Grammar

Most teachers will insist that the final mark given to a composition must take into account the correctness of the grammar. The scoring form proposed in this Pool reflects this conviction, and allots 20% of the total

mark to this criterion. However, a problem arises when the question of how to award the mark for grammar is faced. Two methods will be described here; it is up to the teacher to decide which one to use.

1. The Traditional (Subtractive) Method

The traditional method consists in subtracting a certain number of marks for each grammatical error from the total mark given for the other areas: ideas, organization, style, etc. When this method is applied to the samples reproduced here, one mark is subtracted for each grammatical error, up to 20. This procedure is frequently criticized for the following reasons:

a) it tends to penalize those students who write longer compositions while favoring those who write short ones;

b) it is negative, and could be considered as less pedagogically sound, less motivating for the students; would it not be more appropriate to give marks for avoiding errors, rather than subtracting marks for committing them?

2. A New (Additive) Method

An unexpected benefit, resulting from the collection and preparation of writing samples for the Pool, was the creation of a new method of marking which avoids the two difficulties mentioned earlier. It rests on the observation of a sample of words taken from each script and involves the following steps:

a) decide on the location and size of the sample to be used in all scripts. It could be taken entirely at the beginning, the middle or the end of the compositions, half from the beginning and half from the end, etc. In the Intermediate Division, it could include 100 words. (That number, as will be seen later, is not critical as long as it is a multiple of the number of marks given to grammar.)

b) divide the sample of words into 20 equal groups (of 5 words, for instance, if 20 marks are assigned to grammar and a 100-word sample is selected). Experience has taught that after the second or third script, this step takes less than one minute per composition, particularly if one counts the words and the groups at the same time, as follows: 1-2-3-4-1, 1-2-3-4-2, 1-2-3-4-3, 1-2-3-4-4, 1-2-3-4-5, etc.; (The teacher wishing to use this method repeatedly should vary the location of the sample; to take the words always from the beginning, or the end, or the middle of the scripts to be marked would obviously encourage some students to be less careful in other, less "critical" parts of their compositions.)

c) award one mark for each group of words which contains no grammatical or spelling error. As there are 20 groups in this example, the maximum mark will be 20; should one wish to allot a larger or a smaller number of marks to grammar, the number of word groups would be modified accordingly.

3. How the Samples Were Corrected

In connection with the samples reproduced below, the following points should be noted:

a) all grammatical errors have been underlined;

b) the mark for grammar has been established in the two ways which have just been discussed, and have certain difficulties in common. For example, it is generally recognized that it is appropriate to count an error only once, if repeated; the difficulty lies in defining "repeated error": if the student violates three different rules concerning subject-verb agreement, is this a repeated error, or three different errors? For reasons such as this, it may be difficult for two persons to arrive at the same error count;

c) another generally accepted convention, to the effect that violations of rules that have yet to be taught should be disregarded, was not applied in marking the samples, for lack of information on this point; all grammatical errors have therefore been underlined and counted;

d) the additive method entails the necessity of precisely defining "word", since each group must contain a certain number of words. The definition used here is the simplest available one: a word is a letter or sequence of letters preceded and followed by a blank space. The following are thus considered as single words: "brother-in-law", "thirty-seven", "full-time", "shouldn't", "can't", "mother's", etc. (This definition involves some incongruities, and any suggestions for improvement will be gratefully received.)

C. How to Use the Samples

In connection with each one of the suggested topics, the reader will find on the following pages, firstly, a description of the conditions surrounding the preparation of the scripts retained as samples; secondly, the samples themselves, followed by comments and completed scoring forms. The samples are reproduced exactly as they were handed in by the students, except that grammar and spelling errors are underlined, and the first hundred words are divided into twenty five-word groups.

As already mentioned, these samples, marked and commented upon, are intended to help teachers in French-Language Schools develop and adopt common assessment standards.

When using one of the suggested topics, or a topic of the same nature (and, in particular, one which taps the same language function), teachers are invited to read the samples and the accompanying comments, and to study the several marks assigned to each script. The evaluations they will subsequently make of their pupil's compositions should be more reliable, since they will be less affected by local and even personal expectation levels.

Suppose for example that, compared with the samples, a script has been judged to be "very weak" in the area of Ideas; the teacher still has to decide if this judgement should be converted into a mark of 0, or of 5, or of 12, etc. The marks assigned to the samples presented here will guide this decision. Studying them and the comments given by the scorers will help the teacher avoid purely subjective assessments, or assessments based too exclusively on the level of language mastery demonstrated by students in a particular geographical area.

D. The Analytically-Scored Instruments

Record of Procedure

Grade Level: 7-8

Language Function: To arouse feelings

Evaluation: Analytic

Topic

You were part of a group of students who discovered a dinosaur which had been preserved in a glacier and was found to be still alive. Try to re-create the situation in such a way as to thrill your classmates. (Summary statement of topic: The Dinosaur)

- - - - -

For this topic, the following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: April (1981)

Presentation of topic: oral

Time allowed for the task: one 60-minute period

Preliminary activities: discussion with class of ideas which might be included in the composition: 60 minutes

No help given at the time of writing

Minimum length: 120 words

Grade Level: 7-8

Topic: The Dinosaur

Evaluation: Analytic

Purpose: To arouse feelings

The Dinosaur

After a wearisome trek through / the Rockies, my three friends / and I arrived at the / base of a two hundred / foot hight glacier; not far / from the Artic Ocean. This, / we thought, was the ideal / spot for a campsite. During / the night a strange event / occured: part of the ice / fell away for no apparent / reason! We barely escaped with / our lives! In the morning, / our foursome discovered another impossible / phenomenon: a dinosaur was right / before us! Preserved perfectly in / the ice, it was a / Tyrannosaurus Rex, king of the / terrible lizards which once walked / this earth! It was at / least a hundred feet from his head to his tail, the monster towered at least fifty feet above the ground, with green scales as skin and fangs at least five feet long! Suddenly, the clear ice began to melt and one of the gigantic eyes opened! A faint quiver of excitement ran through our backs: we were going to be the first humans to see a live dinosaur. The monster suddenly broke out of the ice and promptly proceeded to attack us! We began to run in terror away from the site, but the dinosaur blocked us with agility surprising for one so huge. I noticed a cave in the ice, and began to run towards it while the others followed me at speeds which would have made any Olympic runner envious. We made it but the monster succeded in wounding Paul, the slowest of our little group. We

watched nervously was the creature searched for us. Finally it gave up on us and began looking around the glacier for prey. It reached the top of the glacier and roared, promptly causing another avalanche. The great lizard slipped and made a long graceful swan dive, punctuated with roars, down the glacier towards the cold, deep, water of the ocean and fell in. He immediately dissappeared from sight. When we had worked up enough courage to leave our tiny hole, we left our campsite, wishing that we could have had some proof to show scientists, that this had really happened.

Pupil: B - I - 1

Comments

Ideas: - imaginative and plausible sequence of events;
- writer is well-informed and obviously enjoys writing.

Organization: - very orderly sequence of events;
- paragraphing should have been used, however.

Vocabulary: - language choice is very good:
extensive: phenomenon (7), quiver (13), punctuated (25), etc.;
colloquial: "worked up enough courage" (28);
imagery: "long graceful swan dive" (25).

Style: - writer catches and retains reader's attention thanks to liveliness of approach, good use of adverbs: "barely" (5), "perfectly" (8), "promptly" (16), and some humour (20).

Grammar: - excellent sentence structure (18-20), 27-30);
- minor usage errors do not detract from overall effect.

Scoring Form: Written Compositions

B-I-1 (Pupil) | Grade | / / (Date) | Marker

(weaknesses) (strengths)

Criteria:

A) Content (60)

1- Ideas:		Very weak: 0 to 19	
( )-relevance	(✓)	Weak : 20 to 26	37/40
( )-variety	(✓)	Good : 27 to 33	
( )-originality	(✓)	Very good: 34 to 40	
2- Organization:		Very weak: 0 to 9	
( )-plan	(✓)	Weak : 10 to 13	17/20
( )-introduction & conclusion	(✓)	Good : 14 to 16	
( )-coherent sequencing of ideas	(✓)	Very good: 17 to 20	
( )-paragraph structure	( )		

B) Language (40)

3- Vocabulary:		Very weak: 0 to 4	
( )-precision	(✓)	Weak : 5 or 6	9/10
( )-breadth	(✓)	Good : 7 or 8	
( )-correctness	(✓)	Very good: 9 or 10	
4- Style:		Very weak: 0 to 4	
( )-variety of sentence structure	(✓)	Weak : 5 or 6	9/10
		Good : 7 or 8	
( )-appropriateness	(✓)	Very good: 9 or 10	

Sub-total: 72/80

		METHOD	
5- Grammar:			
( )-sentence structure	(✓)	additive:	
( )-agreements: gender, number, person	(✓)	no. of errorless segments =	16/20
		(max.: 20)	
( )-agreements: tense	(✓)		
( )-spelling and usage	( )		
( )-punctuation	(✓)	subtractive:	
		20 — no. of errors =	4/20
		(min.: 0)	

TOTAL: 76 % (sub.) 88 % (add.)

Grade Level: 7-8 | Evaluation: Analytic

Topic: The Dinosaur | Purpose: To arouse feelings

A Dinosaur That Escapes

The 4th of July at / Science Ontario: Luc and I / saw a dinosaur that was / in glacier for 300 million / years.

We thought that our / other firends should know. The / next day Luc heard on / the radio that the dinosaur / was loose so he called / me. I was very astonishe./ I thought I could look / for him and their he / was on top of my / house. I didn't believe my / eyes. It was the huggest / thing that I had ever / seen. All my friends lived / near by and saw it / coming; they thought that they / were dreaming about what Luc / and I had said. It fell into a whole that was dugged for the garbage.

A specialist for reptiles had given him a niddle. The next day people helped to stuff it with paper. I wish that dinosaur and other reptiles would of nerver excited.

Pupil: B - I - 2

Comments

Ideas:
- writer understands and attempts to stay with the topic but is constrained by poor language development;
- concluding paragraph does not support the ideas in the two previous paragraphs.

Organization:
- paragraphing is satisfactory, but does not conceal the fact that the sequence of events lacks coherence.

Vocabulary:
- too dull and ordinary for this type of assignment.

Style:
- lack of sentence variety.

Grammar:
- sentence structure is acceptable;
- spelling is weak: firends (3), niddle (11), of (13);
- ending problems: huggest (7);
- homophone problems: their (6), whole (9).

Scoring Form: Written Compositions

B-I-2 (Pupil) ____ (Grade) ____ / / (Date) ____ (Marker)

(weaknesses) (strengths)

Criteria:

A) Content (60)

1- Ideas:
( )-relevance (✓)
( )-variety ( )
( )-originality ( )

Very weak: 0 to 19
Weak : 20 to 26
Good : 27 to 33
Very good: 34 to 40

20/40

2- Organization:
( )-plan ( )
( )-introduction & conclusion ( )
(✓)-coherent sequencing of ideas ( )
( )-paragraph structure (✓)

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

15/20

B) Language (40)

3- Vocabulary:
(✓)-precision ( )
(✓)-breadth ( )
( )-correctness ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

4/10

4- Style:
(✓)-variety of sentence structure ( )
( )-appropriateness ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

7/10

Sub-total: 46/80

5- Grammar:
( )-sentence structure ( )
( )-agreements: gender, number, person ( )
( )-agreements: tense ( )
(✓)-spelling and usage ( )
( )-punctuation ( )

METHOD

additive:
no. of errorless segments = 11/20
(max.: 20)

subtractive:
20 — no. of errors = 4/20
(min.: 0)

TOTAL: 50 % (sub.) 57 % (add.)

Grade Level: 7-8 Evaluation: Analytic

Topic: The Dinosaur Purpose: To arouse feelings

My best friend the dinosaur

One day we went on / a bus to the sout / -pole to explorate the Artique / animals. We arrive there at / night so we went to / sleep. In the morning, almost / sun up. I whent for / a walk outside. There were / a big iceberg and a / hold in it. I fall / and sleap right in it / and I saw a big / "big" dinosaur. I sed to / my seft all go to / him meby is friendly. I / went to him and he / was friendly indeed. I said / to him your my best / friend.

I ran to the / others childrens and I told / them my dicovery all about the dinosaur I found all of us went to him the beast. They all toat has him has a dangerous animals. No "No" is a good friend, the childrens wer all in fear excited. But we can cip him is to big. Well bring him to the zoo. no is to big again. Well live him here thene. We have to go to our home hus now. What well do whit him. Well live hime here we can bring him whit us is to big.

Dinosaur my friend I have to go home if wo die well were gone think of us. But y wishes you could came whit us but you can. Il remember you far the rest of my live. I wishe you serveve long time again well si you again I hope. I wishe I coud bring him whit me I wished him a good life. By dinausaur.

Pupil: B - I - 3

Comments

Ideas: - writer understands the topic and has a personal way of developing it, but is hampered by very low level of language development.

Organization: - evidence of an introductory and concluding paragraph;
- writing shows some unity and coherence.

Vocabulary: - very limited vocabulary makes for uninspiring description of events.

Style: - little variety (ten sentences start with "I") despite use of direct speech.

Grammar: - extremely weak in all respects.

Scoring Form: Written Compositions

B-I-3 (Pupil) | Grade | / / (Date) | Marker

(weaknesses) ↓ | (strengths) ↓

Criteria:

A) Content (60)

1- Ideas:		Very weak: 0 to 19 Weak : 20 to 26 Good : 27 to 33 Very good: 34 to 40	24/40
( )-relevance	( )		
( )-variety	( )		
( )-originality	(✓)		
2- Organization:		Very weak: 0 to 9 Weak : 10 to 13 Good : 14 to 16 Very good: 17 to 20	11/20
( )-plan	( )		
( )-introduction & conclusion	( )		
( )-coherent sequencing of ideas	( )		
( )-paragraph structure	( )		

B) Language (40)

3- Vocabulary:		Very weak: 0 to 4 Weak : 5 or 6 Good : 7 or 8 Very good: 9 or 10	2/10
( )-precision	( )		
(✓)-breadth	( )		
( )-correctness	( )		
4- Style:		Very weak: 0 to 4 Weak : 5 or 6 Good : 7 or 8 Very good: 9 or 10	2/10
(✓)-variety of sentence structure	( )		
( )-appropriateness	( )		

Sub-total: 39/80

5- Grammar:			
(✓)-sentence structure	( )	METHOD	additive: no. of errorless segments = 5/20 (max.: 20)
(✓)-agreements: gender, number, person	( )		
( )-agreements: tense	( )		
(✓)-spelling and usage	( )		subtractive: 20 — no. of errors = 0/20 (min.: 0)
(✓)-punctuation	( )		

TOTAL: 39% (sub.) 44% (add.)

Record of Procedure

Grade Level: 9-10

Language Function: To incite

Evaluation: Analytic

Topic

The Federal and Provincial Governments of Canada have set up a Student Exchange Program. Two high school students, one French-speaking, the other English-speaking, in turn visit each other's family for one week so as to know and appreciate the other's language and culture better. Expenses are covered by the Program.

Imagine that you would like to participate and that you have been given the name of a Vancouver student who might also be interested. Write to that student, stating how interesting and useful such an exchange would be, and what activities you are planning if he/she should decide to participate.
(Summary statement of topic: A Student Exchange Program)

- - - - -

For this topic, the following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: April (1981)

Presentation of topic: orally, and on blackboard

Time allowed for the task: one 70-minute period

Preliminary activities: teacher's comments on topic: 10 minutes;
discussion with class of ideas which might be included in the composition: 15 minutes

No help given at the time of writing; dictionary not allowed

Minimum length: 200 words

Grade Level: 9-10 Evaluation: Analytic

Topic: A Student Exchange Program Purpose: To incite

81/04/29

Dear Leslie,

Two days ago, I received / your name and address in / the mail, along with a / bit of information as to / how old you are and / what your hobbies are. You / are, like me, interested in / a student exchange program enabling / students to get to know / the other language and its / adjoining cultures. If you decide / to come to my city / I will do my best / to show you the life / of a typical french-canadian, franco-ontarian, / teenage girl.

My name is / Marthe Leblanc, I live in / an Ontario community, which is / located between the Lake Ontario / and _ Erie. Niagara Falls is / but a hop, skip and jump away and Toronto, an hour and a half drive along the coast of Lake Ontario. My hometown has a population of many thousands of people and is located near a canal which is famous for being the link between the two great lakes. It allows many freights to avoid risking the use of Niagara Falls to go to the next lake.

I am a typical french-canadian. By this I mean that I am a roman-catholic and I eat pea soup, tourtière and pork _ beans. During your stay I will be sure to see that you try a traditionnal home-made, french-canadian meal. Take my word for it, they're is nothing better and more satisfying!

I will take you to see one of the seven wonders of the world, the Niagara Falls. We will also visit the amusement parks in the area; Pyramid Place with the largest movie screen in Canada, Maple Leaf Village _ holds the biggest ferris wheel and Cristal Beach, famous for its roller-coaster.

After all this synthetic pleasure we will spend a day at Balls Falls. This is a very picturesque nature area that is meant to be visited by people who appreciate and take care of the finer things of this world. It is a heaven with only the sounds of trickling water and birds' songs that fill your mind and senses.

A couple of days before your departure we will both pack our things and spend a few days in Toronto. You just cannot miss seeing the CN tower, the Science Center, the Planetarium and the Eaton Center. Some of these attractions you may not be familiar with as yet but take my word for it, you will hold everlasting memories of each and every one of them for the rest of your life.

Leslie, having you come to my hometown will be beyond great; it will be superb! I'm waiting desperately for a confirmation and again I promise an exceptional week in southern-Ontario filled with so many new experiences. Remember that all expenses are paid and that you are my guest for a week.

Yours truly,

Pupil: C - I - 1

Comments

Ideas: - an abundance of relevant, interesting ideas: first the community is located and briefly described, then numerous highlights of the suggested visit are enumerated.

Organization: - excellent planning; strong introduction and conclusion;
- excellent paragraphing.

Vocabulary: - good word selection: "typical" (7, 17) "a hop, skip and jump away" (11), "traditional" (19), "picturesque" (28), "appreciate" (29), "trickling water" (30-31), "everlasting" (36);
- a few debatable uses: "adjoining cultures" (6), "freights" (15), "desperately" (39).

Style: - enthusiastic throughout, friendly (38 - 42) and enticing.

Grammar: - very good command of the language;
- capitalization and use of articles not fully mastered.

Scoring Form: Written Compositions

C-I-1		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (60)

1- Ideas:		Very weak: 0 to 19	
( )-relevance	(✓)	Weak : 20 to 26	36/40
( )-variety	(✓)	Good : 27 to 33	
( )-originality	( )	Very good: 34 to 40	
2- Organization:		Very weak: 0 to 9	
( )-plan	(✓)	Weak : 10 to 13	18/20
( )-introduction & conclusion	(✓)	Good : 14 to 16	
( )-coherent sequencing of ideas	( )	Very good: 17 to 20	
( )-paragraph structure	(✓)		

B) Language (40)

3- Vocabulary:		Very weak: 0 to 4	
( )-precision	(✓)	Weak : 5 or 6	9/10
( )-breadth	(✓)	Good : 7 or 8	
( )-correctness	( )	Very good: 9 or 10	
4- Style:		Very weak: 0 to 4	
( )-variety of sentence structure	( )	Weak : 5 or 6	9/10
		Good : 7 or 8	
( )-appropriateness	(✓)	Very good: 9 or 10	

Sub-total: 72/80

5- Grammar:			
( )-sentence structure	(✓)	M	additive:
( )-agreements: gender, number, person	( )	E	no. of errorless segments = 17/20 (max.: 20)
( )-agreements: tense	( )	T	
( )-spelling and usage	(✓)	H	
( )-punctuation	(✓)	O	subtractive:
		D	20 — no. of errors = 8/20 (min.: 0)

TOTAL: 80 % (sub.) 89 % (add.)

Grade Level: 9-10 Evaluation: Analytic

Topic: A Student Exchange Program Purpose: To incite

Dear Lina,

Hi! You don't know me, / but I live in Southern / Ontario and I picked your / name for the student exchange / program we had at school. / I'm writing to you in / _ hope of convincing you to / come and visit me. You / will probably have some of / your other friends in Vancouver / stay with some of my / friends here too! Wouldn't that / be great?! But, even if / they don't, I've got many / friends to share with you. /

If you came down, it / would be a great experience. / Just think... this will probably / be your first time away / from home... alone (for me / too!)! We could also compare activities. When you come down, we'll go swimming (we have an in-ground pool in our back-yard!), sailing (we have a 32-foot sailboat my dad made with his partner!), we could go bike-riding, do all kinds of sports (if you want to), or we could just "talk(?) in the rays". Boy, I can't wait to meet you! This whole idea of having someone new come and visit me, and then me going to an unknown place really excites me!

There would probably be a great difference of surroundings and weather. It isn't very populated down here and the terrain is mostly flat, but we have many beautiful parks with different appearances each season. I know you'd enjoy the Falls too. We only live about 20 minutes away from them. Buffalo (New York) is wright on the other side of the Niagara river, so, if you feel like going across the border, just say so. Since this is a real tourist town, we have many museums and interesting things to do. But we don't have to stay in "the Falls" all week, since Toronto is only an hour away, there wouldn't be any problem there. We could even sail down if you wish (it can take from 4 to 12 houres depending on the wind). Toronto is a very beautiful city. They have the CN tower (tallest in the world!) where we can go up in the elevator, the Eaton's center (we could go shopping), ride the T.T.C. (subway)... I

garanty you you wouldn't have time to miss your family (we'd keep you busy!). There are also other nice areas around here.

My mom is a great cook too. You could taste some good old
35 french cuisine, and I could experience with _ what you enjoy!

I'm not certain of when this exchange program is supposed to take place, but I'm confident it will be in the summer (hopefully; no school). But if you did come in winter or during school, we could go downhill skiing (in Buffalo... they have nice hills),
40 skating, _ toboganing... You could see how we work at school (we have the semester system) and maybe learn a bit more french. If you want to practise the language, I'd be more than happy to help you out. We wouldn't have any trouble because, as you can see, I'm fluant in english too!

45 An_other good thing about this is that it's absolutely free (except for your personnal things and souvenirs)! I wouldn't miss this oppertunity for the world.

Oh yeah, by the way, I only have one sister. Her name is Hélène and she's one year older than me (She's 16). I don't have
50 any pets (except for an aquarium full of fish) although I love animals.

If you like to party and dance, no problem _ we'll do, everything you want to do. Oh, did you know Niagara-on-the-Lake was the first capital of Canada? It's very fascinating and historic
55 (It's close to here too!)_ When I think about it, we have many historic monuments you might be interested in seeing. We'll give you a complete tour of the whole area (if you want)! Well, all I can say is, I hope you come down on visit me and write back to me soon. I'd like to know more about you and Calgary.
60 I heard you have the best weather in Canada! Bye!

Yours truly,

Pupil: C - I - 2

Comments

Ideas: - a wealth of relevant ideas; very numerous activities, visits and advantages are mentioned. However, the letter is marred by the mention of irrelevant details (10, 11) and by a minor blunder: the switch from Vancouver (6) to Calgary (59).

Organization: - weak introduction and conclusion; ideas come tumbling out with little order.

Vocabulary: - imprecise at times (e.g., 11, 15, 19) and ordinary.

Style: - friendly and informal, sometimes to a fault; over-use of asides in brackets is disturbing.

Grammar: - improper use of exclamation mark; omission of words (4, 31) leads to faulty sentence structure; some spelling errors: "garanty" (32), "toboganing" (40), "fluant" (45), etc.;
- capitalization and punctuation errors.

Scoring Form: Written Compositions

C-I-W | Grade | / / Date | Marker

(weaknesses) (strengths)

Criteria:

A) Content (60)

1- Ideas:

( )-relevance (✓)
( )-variety (✓)
( )-originality ( )

Very weak: 0 to 19
Weak : 20 to 26
Good : 27 to 33
Very good: 34 to 40

33/40

2- Organization:

( )-plan ( )
(✓)-introduction & conclusion ( )
(✓)-coherent sequencing of ideas ( )
( )-paragraph structure ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

13/20

B) Language (40)

3- Vocabulary:

(✓)-precision ( )
(✓)-breadth ( )
( )-correctness ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

6/10

4- Style:

( )-variety of sentence structure ( )
( )-appropriateness ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

7/10

Sub-total: 59/80

5- Grammar:

( )-sentence structure ( )
( )-agreements: gender, number, person (✓)
( )-agreements: tense (✓)
(✓)-spelling and usage ( )
( )-punctuation ( )

METHOD

additive:
no. of errorless segments = 17/20
(max.: 20)

subtractive:
20 — no. of errors = 0/20
(min.: 0)

TOTAL: 59 % (sub.) 76 % (add.)

Grade Level: 9-10 Evaluation: Analytic

Topic: A Student Exchange Program Purpose: To incite

To whom-ever it may concern. /

I wish you would consider / very seriously taking a trip / to my hometown _ for there / are many sites to see _ / for example Niagara falls. I / think _ would will agree with / me that my mom is / a wonderful cook and also / _ my friends are great. And / if you should decide to / come hear there are many / activity's to pass the time, / like football, fishing and others. / We live in a nice / quiet area of a small / town of many thousands of / people, give or take a / few, we also have a / nice german shep_erd, I have / 6 brothers & 1 sister but the good thing is that their mostly all married, while you're down hear my brother Greg will probably take you for trips or rides on his Peterbilt truck or his 55' chevy. The fishing isn't bad either, although mainly pike, small mouth bass and pi_kerel or walleye, _ trout. The girls _ or should I say women _ here _ are not even bad. And after a long day of activity you could go to one of our cinema's. When your down hear and I'm up there I'll leave you the key's to my motorcycle. On a nice day you can take it to go swiming in one of our canals or the local park's swiming pool wich is about 1/2 a mile from my house. Well I hope after reading this you will decide to come, See you soon (maybe)_

Pupil: C - I - 3

Comments

Ideas: - some good ideas, but not well developed nor presented in such a way as to entice the reader (13-14); some trite, useless, or very awkward statements (1, 8-11).

Organization:
- total lack of paragraphing;
- some attempt at an introduction and a conclusion;
- absence of planning results in a series of unrelated ideas (2-4, 7-10, etc.).

Vocabulary: - mundane and cliché-ridden: "wonderful cook" (5), "great friends" (5), "nice" area and "nice" dog, etc.

Style: - conversational and informal to a fault.

Grammar: - many weaknesses: run-on sentences (7-12), homophones (6, 10, 11, 16), capitalization (4, 9, 12), punctuation and spelling (throughout).

Scoring Form: Written Compositions

C-I-3 _____ Pupil _____ Grade / / Date _____ Marker

(weaknesses) ↓ (strengths) ↓

Criteria:

A) Content (60)

1- Ideas:		Very weak: 0 to 19	
(✓)-relevance	( )	Weak : 20 to 26	20/40
( )-variety	( )	Good : 27 to 33	
(✓)-originality	( )	Very good: 34 to 40	
2- Organization:		Very weak: 0 to 9	
(✓)-plan	( )	Weak : 10 to 13	10/20
(✓)-introduction & conclusion	( )	Good : 14 to 16	
(✓)-coherent sequencing of ideas	( )	Very good: 17 to 20	
(✓)-paragraph structure	( )		

B) Language (40)

3- Vocabulary:		Very weak: 0 to 4	
(✓)-precision	( )	Weak : 5 or 6	6/10
(✓)-breadth	( )	Good : 7 or 8	
( )-correctness	( )	Very good: 9 or 10	
4- Style:		Very weak: 0 to 4	
(✓)-variety of sentence structure	( )	Weak : 5 or 6	5/10
		Good : 7 or 8	
( )-appropriateness	( )	Very good: 9 or 10	

Sub-total: 41/80

5- Grammar:			
(✓)-sentence structure	( )	METHOD	additive:
( )-agreements: gender, number, person	( )		no. of errorless segments = 10/20 (max.: 20)
( )-agreements: tense	( )		
(✓)-spelling and usage	( )		
(✓)-punctuation	( )		subtractive: 20 — no. of errors = 0/20 (min.: 0)

TOTAL: 41 % (sub.) 51 % (add.)

Grade Level: 9-10 Evaluation: Analytic

Topic: A Student Exchange Program Purpose: To incite

Dear Jack: I'm writting this / letter because I want to / get _ know somebody new _ tell / you about my city and / home and surrounding_. In my / city there is alout of / stores you can go to / alout of restaurant_. And there's / alout of game places _ you / can go fishing but the / fish aren't to_ good and / my hometown is very near / to the famous Niagara falls / and Niagara falls has alout / of places that you can / visit _ all the sites in / the city and there is / still game places there plus / more sports and alout stores _ / same with St_Elizabeth _ there / is _ very big shopping Mall called the City Center. And don't forget about my town and my home _ my family is _ very hospitable family _ they're very easy _ talk to and understand and my mother is a very good cook. My Friends like very much to do sports in the city. The weather _ very nice in the summer but in the winter it can get quite cold. Sometime maybe you would want _ come down _ I heard that the schools are exchanging students from here to there and _ all _ expense_ _ paid trip. Nice writing to you _ Good _ Bye.

Pupil: C - I - 4

Comments

Ideas: - some good but undeveloped ideas; incomplete understanding of the task, resulting in presentation of irrelevant ideas (1, 2) and absence of essential ones.

Organization: - complete breakdown in organization; trite opening and closing statements.

Vocabulary: - well below the level expected; pedestrian, undistinguished.

Style: - complete absence of style; the letter is a monotonous series of boring sentences.

Grammar: - weaknesses in many areas: sentence structure (4-9), number agreement (3), spelling (1, 3, 5), and a noticeable absence of even basic punctuation.

Scoring Form: Written Compositions

C-I-4 | | / / | |
Pupil | Grade | Date | Marker

(weaknesses) (strengths)

Criteria:

A) Content (60)

1- Ideas:
(✓)-relevance ( )
(✓)-variety ( )
(✓)-originality ( )

Very weak: 0 to 19
Weak : 20 to 26
Good : 27 to 33
Very good: 34 to 40

19/40

2- Organization:
(✓)-plan ( )
(✓)-introduction & conclusion ( )
( )-coherent sequencing of ideas ( )
(✓)-paragraph structure ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

6/20

B) Language (40)

3- Vocabulary:
( )-precision ( )
(✓)-breadth ( )
( )-correctness ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

4/10

4- Style:
(✓)-variety of sentence structure ( )
( )-appropriateness ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

4/10

Sub-total: 33/80

5- Grammar:
(✓)-sentence structure ( )
(✓)-agreements: gender, number, person ( )
( )-agreements: tense ( )
(✓)-spelling and usage ( )
(✓)-punctuation ( )

METHOD

additive:
no. of errorless segments = 8/20
(max.: 20)

subtractive:
20 — no. of errors = 0/20
(min.: 0)

TOTAL: 33 % (sub.) 41 % (add.)

III. Collective Holistic Marking

A. Description of the Procedure

This method of assessment is also referred to as "rapid impression scoring". To enlarge upon the very brief description found in an earlier section of this kit, one can say that the method rests upon a basic observation:

- generally, the various aspects of writing are closely correlated; good scripts are good in all areas, weak ones are weak in all areas;

and two beliefs:

- what is important to evaluate is the overall quality of a piece of writing; the assessment should therefore be based on the general impression created on the scorer;
- this general impression should take into account the writer's objective; for example, a piece of writing which is meant to inform should not have the same characteristics as another which is meant to move, or to incite.

Holistic scoring has the following distinguishing features. As a rule, the marker reads each script only once, rapidly and with but one question in mind: how well does this script reach its objective? and searches for positive characteristics, rather than weaknesses and deficiencies. The assessment of a script takes the form of placing it in one of the proposed categories: "very good" or "weak", for instance.

However, just as in analytic marking, the subjectivity of the scorer may affect the overall assessment; hence the collective character of holistic scoring. Two or more scorers will independently assess each script; if their scores are not identical, and the categories are represented by numbers, an average is computed; if they are expressed in words, the script is read by other scorers until a majority view clearly emerges.

B. Advantages and Disadvantages

Proponents of this assessment technique stress the following advantages:

1. the assessment is more valid because it is concerned with the essential question: does the writer reach the objective?

2. the pooled judgement of several scorers is more reliable than that of a single scorer;

3. the method saves time, even though each script is read more than once; marking 60 scripts holistically, for instance, requires less time than marking 30 analytically. Given practice, many scorers can achieve a rate of one composition (250 - 300 words) a minute.

Some disadvantages have been noted:

1. by definition, this method does not allow the teacher to draw the students' attention to specific weaknesses or strengths in their writing;

2. the method is not recommended in situations where the scorer knows in advance the writers to be evaluated, and can recognize their scripts even if handed in anonymously; the danger of being influenced by previous assessments of competence is great. This would be the case, for example, where teachers would be able to recognize their own pupils' writing, even though anonymous.

C. How to Organize the Work

Imagine a school with two or more classes at a given grade level; suppose also that the teachers in those classes are willing to work together. If this is the case, proceed as follows:

1. a composition topic (possibly one of those presented on the following pages) is chosen and assigned to all students in the cooperating classes; all teachers present the topic in the same way, give the same amount of help, allow the same time for completing the task, and ask students to write their names on the back of the scripts;

2. the collected scripts are mixed up and numbered; all scorers then read the same randomly chosen scripts (approximately 20% of the total) in order to see the range of writing performance represented; then, each reader scores all of the scripts, keeping in mind the following instructions:

   a) read all of the scripts only once, and place them in one of the agreed number of piles according to how well they achieve the objective: to inform, to amuse, to move, to convince, to persuade, etc.; the number of scripts need not be the same in all piles at the end of the process, not even approximately;

b) do not make any marks on the scripts; grammatical errors, weaknesses in style, etc., are not underlined or circled; the assessments given are not written on the scripts themselves, but on a list along with the script numbers;

3. the assessments of the various scorers are averaged, if represented by numbers (on the 1-10 scale mentioned, for instance); if they are expressed in words and are in agreement, there is no problem; if not in agreement, other readers are consulted until a clear majority emerges (two out of three, three out of four).

D. How to Use the Samples

The following pages include:

1. for each topic for which holistic scoring was used, a "record of procedure" describing the conditions under which the scripts presented here as samples were prepared;

2. these samples; apart from being typed, they are reproduced exactly as handed in by the students; errors have not been underlined since, in holistic scoring, it is the overall quality which matters. The assessment (very good, good, weak, very weak) given to each, and the comments supporting the assessment, are clearly set out.

To a great extent, the remarks made earlier concerning the use of the analytically-scored scripts apply equally well to the use of the samples found on the following pages. The one major difference is that here, no scoring form is required since numerical marks are not awarded. The reader is reminded of the raison d'être of these samples; it is hoped that teachers who study them carefully will be helped in making assessments of their students' writing which are more reliable and less influenced by local and personal standards.

E. The Holistically-Scored Instruments

Record of Procedure

Grade Level: 7-8

Language Function: To incite

Evaluation: Holistic

Topic

Write a description of an article you want to sell.
(Summary statement of topic: Article for Sale)

- - - - -

For this topic, the following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: June (1981)

Presentation of topic: oral

Time allowed for the task: one 60-minute period

Preliminary activities: discussion with class of ideas which might be included in the composition: 15 minutes

No help given at the time of writing

Minimum length: 120 words

Grade Level: 7-8 Evaluation: Holistic Purpose: To incite

Topic: Article for Sale Assessment: Very Good

The Incredible Pentax K 1000

How many times have you been at a beautiful site and your camera was not working properly? Have you ever taken a picture with that new camera and when you developped the shots they were all blurry? I'am sure you must have been greatly dissapointed. Well, the techniciens at the laboratory of Toronto have a solution. You need the Pentax K 1000. This camera will relieve you of all your troubles you ever had with a camera. The internal part of the Pentax K 1000 is extremely sophisticated. The external is so simple a child is able to operate this magnificent machine.

Our head techniciens are so proud of the great job they have accomplished, they decided to test this camera against the extreme cold of the Arctic. Would you believe it passed the test like a piece of cake.

It is approximately 15cm wide and 8cm high. You advance the film by the touch of a button. The shutter speed ranges from 1 to 1/1000 of a second. The Pentax K 1000 has a great number of extra features which most ordinary cameras don't have. The lense can be ajusted for many types of weather. The focussing is done by matching the needle point. It has been manufactured for amateurs who would like to add on to it lateron, for example the interchangeable lenses. If you buy it today at your nearest Pentax dealer I will personally include the electronic flash and the case for the low price of $199.95. Buy it today and don't be dissapointed since they are in limited supply. This is the best camera.

Comments

This composition does the job it is intended to do, and does it well. It begins on a strong note, engaging the attention of the audience by a series of questions, and then develops some convincing answers. The style is appropriate to the message, and the use of technical language is convincing. It concludes particularly well with an offer of "a deal" to would-be buyers.

The composition does contain some errors in sentence structure and spelling.

Grade Level: 7-8 Evaluation: Holistic Purpose: To incite

Topic: Article for Sale Assessment: Good

Second-hand Sporting Goods

Are you just learning how to roller-skate? Buy a second-hand pair in your trial period. These skates are made of top quality leather with not a mark on it. The skates come with All-American Dreams; one of the best wheels on the market. They are white and are made of sturdy poly-urathane. The bearings are in excellent condition as is the plate. The plate is made out of cast-iron and is most likely not to break under normal circumstances. The skate can also be fitted with a jump-bar for those who want a little action in their skating. The stoppers are a little worn-out but for approximately $1.75 you can replace it. The skates also come with a blue canvass carrying case with two roller-skates painted on either side. The bag can easily be washed with a damp cloth and a little soap. There is also lights for the bottom of the skates for night-skating or for looking a little different, but these lights are only an option. If they are not desired they do not have to be purchased. There is no set price. A reasonable price will be accepted.

Comments

This composition does carry out the assignment. The writer moves right into the topic, describes the skates and brings the paragraph to a satisfactory conclusion. The vocabulary is technical but convincing; style is appropriate to the message. There is some awkwardness in sentence structure (6-7) and some weaknesses relative to agreement of number (2-3, 8-9, 10). A type of writing requiring some remedial work.

Grade Level: 7-8 Evaluation: Holistic Purpose: To incite

Topic: Article for Sale Assessment: Weak

North Star

People! Come and buy new North Star shoes. For only "7.59. And if you buy more than two pairs you will get a free pictures of Erik Estrada or John Trovolta. Come now! because after July 30 the offer is gone. We do not sell the shoes, only for pictures but for you. You will have a wonderful time walking with comfortable shoes its like a sponze on the bottom. Hurry! Hurry! This is the best bargain of the year. We all know that you girls like those two terrefic guys but Hurry! Have fun when it lasted. The picture are your choice it comes in a five feet poster or a neckless.

Thank you

Comments

This composition does attempt to carry out the assignment and manages to maintain the momentum throughout: "People! Come now! Hurry, hurry!" However, the writer fails to develop an acceptable description of the product to be sold, and devotes too much time to the free offer which accompanies the purchase of the shoes. Weaknesses in sentence structure, punctuation, and agreement of number do require remediation.

Grade Level: 7-8 Evaluation: Holistic Purpose: To incite

Topic: Article for Sale Assessment: Very Weak

Encyclopedia

Why? why? why? My childrens are always asking me why? Yesterday my son asked me "why do dogs back?" but how am I suppose to know does kinds of things. Sometimes I wonder myself. But now that I have a wonderful "Premier" encyclopedia I know all the
5 answers.

They let you have it for six weeks and if your satisfied you send a check of two hundred and fifthy dollars to:

"Premier" Encyclopedia
Box 600
Montreal Quebec.

Now my childrens thinks I'm a genius, thanks to "Premier".

Comments

This writing does not carry out the assignment: instead of an article to be sold, the text describes one which has been bought, and does so in a very sketchy fashion.

Record of Procedure

Grade Level: 9-10

Language Function: To inform

Evaluation: Holistic

Topic

Write a report for the school newspaper on students' reactions to a school event: Examination week.
(Summary statement of topic: Examination Week)

- - - - -

For this topic, the following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: April (1981)

Presentation of topic: orally, and on blackboard

Time allowed for the task: one 70-minute period

Preliminary activities: teacher's comments on topic: 10 minutes;
class discussion of topic, and of plan to be followed: 20 minutes

No help given at the time of writing; dictionary not allowed

Minimum length: 200 words

Grade Level: 9-10 Evaluation: Holistic Purpose: To inform

Topic: Examination Week Assessment: Very good

Examination Week

The week of April 13 at Dalhousie High School was one filled with tension. The once congested hallways were now strangely bare. The few students that did roam the hallways were demure and involved in deep concentration. Exam week had begun.

The zealous student is now surprisingly calm and easily irritable because of anxiety. As he heads for his locker, many of his friends will great him but he will not reply for he is reviewing his notes over and over in his mind. When he is ready to join his friends, they are not at their usual hang-out because all are doing last minute studying so he decides to head for class.

As he enters his classroom, still, his friends are reviewing so he decided to join them. They spend a few minutes comparing notes before the bell rings. When it does, the nightmare begins. After the traditional prayer and short announcements the teacher will give instructions as to how to proceed. At this point the pupil is at his highest peak of anxiety. When the instructions have finally been given, he is eager for the exam paper and almost snatches it out of the teacher's hands not to waste one minute of precious time.

The scene of a classroom writing an exam is quite funny if you look at it objectively. In one area you will hear heavy sighs, the nervous flicking of a pin, in another you will notice a student tugging at the roots of her hair, another one bearing a constant grimace on his face. This reveals who has arrived prepared.

When the eleven o'clock bell announces the end of the first exam, the martyred teenagers are far from relieved because they know they have three more exams ahead. The atmosphere remains as is and the pupils seem to be literally weighed down with tension.

The three remaining exams all follow the same pattern, except for a slight variation in the fourth one.

On the fourth day the air is seething like the lava in a volcano about to erupt. The pupils all have the same feeling, the same thought; "I can't wait to get out of here." This makes their last exam their hardest because they want to get through it quickly. When they do finish writing and the bell has rung, it is celebration time. The calm student has again become enthusiastic and he proves it by letting out a loud cry of freedom as he exits the classroom. Then you know exams are over because those loud and excited hallways are totally cleared in five minutes. Everyone was dying to escape the "prison walls".

Some students celebrate, others go to work or others play sports to totally rid themselves of that tight feeling. The ones most bogged down during exams usually go home, sit in front of the television set with a peanut-butter and jam sandwich and a glass of milk to enjoy a more than welcomed, uneducative, mind-easing program of the Flinstones.

Exam week is over for now, it will begin again next November and then the April after that...Palpitations, cold, wet and clammy hands, weak joints they will all attack my body manytimes again. It has to because I am a student and I will be for still many years. Exams are quite an ordeal. Ask any student and he'll tell you "Exam is a four-letter word."

Comments

This composition has fulfilled the requirements of the objective. It exhibits excellence in organization. The student's total familiarity with the ordeal of exam week greatly assists in producing a very effective composition. The opening paragraph is excellent, and quickly sets the tone of the composition. The closing statement is also very effective as the writer moves from the universal to the personal: "I am a student" (49).

Composition is also excellent in language choice and effectiveness of sentence structure.

Writing style is consistent with approach. Student shows maturity of judgement in careful use of exaggeration: "martyred teenagers" (25) and humor: "uneducative, mindeasing program" (44-45). Student maintains momentum right until the very last sentence.

Grade Level: 9-10 Evaluation: Holistic Purpose: To inform

Topic: Examination Week Assessment: Good

To Inform

During the week of April 13, 1981, the students at Viscount High underwent much strain. No wonder; it was exam week. Upon entering the school, anyone could tell it was a week for examinations because the whole atmosphere showed nervousness.

5 There was tension in the air. Students would come in half dead with dark circles and bags beneath their eyes caused by the long, strenuous hours of studying. The teachers almost all had smiles on their faces. Some of them made caustic remarks and made no effort to put the students at ease before the exam. It was almost

10 as if they were getting satisfaction out of seeing certain students struggle with the questions asked. I saw many an angered student throw up his arms in defeat after scrutinizing the exam sheets. Some tears were even shed by students leaving the classroom after writing a catastrophic exam. Yet, there were the

15 students who had studied the right things and who breezed through the exam as if it was merely an ordinary test. It was as if they had a murderous feeling as they attacked and quickly answered all the questions. Then there were the students who prayed along with the vice-principal during the daily morning ritual of opening

20 class. Perhaps they thought that the Lord would grant them the power to pass the exam with flying colors. Others who had not studied also prayed in the hope that God would suddenly pop all the answers into their minds. We all know how untrue that is. You cannot expect to succeed without first working.

25 But for the students who were well-prepared and who knew their material, the strenuous week to some, of April 13, 1981, was to them but an ordinary week of writing longer tests than usual and having the afternoon off.

Comments

A good attempt to attain the objective: the writer quickly moves into the topic and proceeds to describe the effect exams have on the different types of students. The concluding statement is moderately successful.

The style used is appropriate; the language choice and sentence structure are good.

The composition is marred, however, by the absence of paragraphing, and a few minor stylistic errors.

Grade Level: 9-10 Evaluation: Holistic Purpose: To inform

Topic: Examination Week Assessment: Weak

Examination Week

One week of the half of the semester is exam week. All the teacher are preparing the exam for the student but are the student prepare for the exam? The morning of the first exam everbody are looking over their notes. Everybody is nervous about the exam. Their asking other student if the exam of last semester was hard and what was on it. Some students are even writting little cheat note and hidding them in their pocket and in their Shirt etc. Well its time to go in class and everybody in nervous now.

When they got in class the teachers hand it out the exam and everything is silent. All the students are looking over the exam to see what kind of question their up ahead. When everybody is writting the exam thier's always some students always trying to find a way to cheat. And looking at some people face its incredible. Well the 2 hours are up and the students are going home now. On the ways home the students are happy to get ride of the exam, and their talking about how hard it is or how easy it is. Well everything is quiet at the school, nobody's is their except for the teacher correct the exam. In the afertnoon the student go out and to something to get their minds of the next exam and when the night comes everybody is in their books to studies their next exam. Well it is pretty well the same thing for the other exams luckely it only happen's about four times a year or the students would go wacho over all those exam.

Comments

This composition fails to develop the topic: the writer has narrowed the topic to "exam" rather than "Examination Week". Nevertheless, some coherence is maintained, and the last 6 lines do bring the original topic back into focus. However, the script is too short to develop the information fully. Language choice, paragraphing and many aspects of grammar and style are poor.

Grade Level: 9-10 Evaluation: Holistic Purpose: To inform

Topic: Examination Week Assessment: Very weak

Examination Week

I'm going to talk to you about the "Examination Week". This story take place at the school of Juniper Secondary School. The Exam last one week. The students are afraid, some are nervous, some are cheating. Before the Exam, some student study there notes. The teachers are very, very, cheap. They don't even let us up to the bathroom. They don't let us live went were finis the exam. The teacher let us study before the exam and I think that is swell. During the exam the teacher cround to see if anyone is cheat. I don't ruling like that. The student have to be very quiet during the Exam or the teacher will take your exame from you. They will put a big zero on your Exam. After the exam some people are very sad, some very, very happy that the exam is over and done. Some of the student after the Exam, some of them stay at school to study for tommorow exam. I think that very good to do that but me I never ever stay at school to study. Some of the teacher a happy too that the exam is over. But some a them are not happy about the not they had on the exam.

Comments

This composition does not fulfill the requirements. This student has unduly narrowed the topic, spending all of the time discussing "the exam" and never reaching "examination week". After a positive and promising opening statement, the composition deteriorates rapidly, presenting only a series of somewhat unrelated sentences, and culminates on a very weak note.

This student is obviously in need of help with even the most elementary aspects of the writing process.

Record of Procedure

Grade Level: 9-10

Language Function: To express feelings

Evaluation: Holistic

Topic

Try to imagine how you would feel if you were deaf or blind; express those feelings.
(Summary statement of topic: I am blind or deaf)

- - - - -

For this topic, the following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: May (1981)

Presentation of topic: orally, and on blackboard

Time allowed for the task: one 70-minute period

Preliminary activities: discussion with class on emotions and feelings: 10 minutes

No help given at the time of writing; dictionary not allowed

Minimum length: 200 words

Grade Level: 9-10 Evaluation: Holistic Purpose: To express feelings

Topic: I am blind or deaf Assessment: Very good

"I am blind or/and deaf"

I cannot or have not ever seen the mere light of day, never wholly felt something beautiful, never seen what love is really like. A person minus one of his six senses is paralysed physically and mentally. I know, because I am blind.

Since the day I was born, I've had but a vague idea of what a human being looks like. At first, being touched always made me cry for my mother because I was often caught off guard. As I grew older I began to fully understand my predicament. When it comes to feelings I have but experienced a fraction of them.

Reading for me often leads to frustration. When I read braille the stories seem to cut back on descriptions but when Mom reads to me the books become floaded with them. Mom used to read me stories that involved castles and princesses with gold shiny hair and blue eyes that sparkled like blue sapphires... These simple words bring out the worst in me. I am not ignorant when it comes to frustration.

I do my best to hide the frustration and mental pain when overtakes me because that's what everyone seems to expect from me. They think because I am blind I should not want to discuss it. This is a very false statement because every blind person, especially one that's been blind since birth, learns primarily that his or her condition must be accepted if he or she ever wants to feel happiness. Happiness I have felt because many a time I've been told I was loved and cared for. I cannot be too sad or miserable because all I want is given to me and I have Mom and Dad. I do appreciate greatly.

At times the end of the world has seemed so near to me it burned me like fire. These are times when hope was at its lowest. I face everyday always with hope that someday science will discover a cure or God will perform his next miracle on me. Hope keeps me
30 going, to one day not only experience the warmth of the sun but to see it rise and to see the first day of my life rise with it.

Comments

This composition exhibits excellence in planning and in expressing feelings. The writer moves quickly into the topic in the opening paragraph, develops several examples dealing with the frustrations of blindness, points up the importance of family love, and ends on an optimistic note.

The student has provided a very good insight into the feelings of a blind person even though some of the statements seem to be overly dramatic (lines 3-4). The fluctuation between the states of despair and hope is particularly revealing of the writer's empathy.

The composition is almost completely free of errors.

Grade Level: 9-10 Evaluation: Holistic Purpose: To express feelings

Topic: I am blind or deaf Assessment: Good

"I am deaf and/or blind"

I am deaf. I have been since the age of twelve. The reason I am deaf is because of a concussion I received in a car accident three years ago. At first, the doctors thought it was only a temporary condition but it wasn't. It will be with me for life. I used to be able to talk but now, my only source of communication is my hands. When you don't hear for such a long time, you lose your speech or it becomes highly impaired. I've lost mine. I am learning how to read lips but it's so hard since people generally talk very fast. I miss hearing. It's only something I can vaguely remember but I still miss it. I don't recall many sounds but I'll know what makes a soft noise and what make a loud one. I was once able to hear myself and others laugh. It gave me such a warm feeling of happiness. I remember when I would be asked questions and was able to answer. When I was included in discussions I had a feeling of belonging. But now, no one really includes me in anything. To the people that were once my friends, I am but the shell of who I once was. Little children as well as animals are frightened of me because of the constant fluttering of my hands, my only means of communicating. Sometimes it's so hard to get a message through. Even my parents and brother don't understand me at times. I try so hard and I get so fed up. I cry often but I can't hear myself. I try speaking, but all that comes out now are muffled sounds. What hurts the most is when some people have the cruelty to laugh at me. I hope that those who do will be cursed with deafness and dumbness as I am. Sometimes I wish I were dead. It seems as if things would be so much easier that way. But then I think. Just because I can't hear music, hear a bird chirp or hear laughter doesn't mean I should make my life miserable. I have many things to be thankful for. After all, I can see the beauty of many things.

Comments

Although the writer expresses feelings appropriate to the topic, and in some cases does evince sympathy from the reader (16-18, etc.), the essay is marred by an over-lengthy introduction and the absence of paragraphing.

The style is objective and businesslike; the frequent use of short choppy sentences, though not to be encouraged in all circumstances, seems appropriate here. Language choice is satisfactory.

Grade Level: 9-10 Evaluation: Holistic Purpose: To express feelings

Topic: I am blind or deaf Assessment: Weak

"I am deaf"

I was just a kid when it happen, I don't really know what exactally happen, all I remember was that I was riding my tricycle across the street and saw the front of a car. The next thing I knew I was in the hospital, the doctors told me I had something wrong with my ear's, I don't recall what he said exactally. But know 10 years latter I'm writing the letter, and it make's me think all the long and hard years I had like the time my first dog was sitting beside me I could see him so beautiful, but then I started crying and I realize all the sound's a bird's singing and all, and I couln't hear my own dog barking. And I think about all the times my mother or friend's would have to come and get me instead of just yell and say, "Hy Mike wanta play ball". A while ago I would just ride my horse sunshine all day in the wood's and try to hear the sound of the wind going threw the leaves or sunshine walking and just until a few day's ago I just read in the barn with sunshine and zeus, my dog. And know I learned at a deaf school you must have faith. Well I got to go now, go and ride my friend sunshine in the woods and try to hear even harder as I see zeus running in a stream.

Comments

The student has chosen to write a single paragraph to express his/her feelings. The assignment does do what is asked, but it does not do it well. The student spends 5 lines out of 18 explaining how deafness occurred rather than concentrating on the feelings that resulted.

The paragraph is saved from being a total disaster by the fact that the writing does reach out to the reader. If one could put aside the errors in this composition, it would be possible to detect future promise for this student as a writer. Several attempts at imagery are effective.

Grade Level: 9-10 Evaluation: Holistic Purpose: To express feelings

Topic: I am blind or deaf Assessment: Very weak

I am blind or and deaf

One day I was driving along the highway alone in the car and then next thing you I'm in the hospital with bandage over my eyes. And don't know what happened but it must have been a bad thing that happened. When I wake up I call the nurse I can't see I can't see I
5 see says I'm sorry that you will never see again. I say to my myself I will never see again and I won't be able see other people look at girls watch television and I know were I'm going and never no if there's somoene around if they don't make noise. I don't like the feeling but what can I do I have to do with what I got even
10 though I can't have all the pleasures of seeing anymore. But at list was lucky seeing for a while before accident some people are born with no sight and some never see in their lives but I was lucky for awhile anyway. The most I miss is I can't see daylight is always black. But I can still many things even do I'm blind and can
15 still some sports with helps and listen to sports on the radio. I have to do with what I got now that's I can do.

Comments

This writing is too short to carry out the assignment effectively. The reader has to wait until line 6 to find out that the writer is blind. From that point on, although the student attempts to address the topic, the actual feelings of a blind person are never truly expressed. He/she comes close ("I can't see daylight is always black") but the idea is never developed.

The problems of this student's writing are evident and need not be outlined in detail.

SPEAKING

Table of Contents: SPEAKING

INTRODUCTION

Section One
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I. Foreword

Three different approaches to the testing of speaking are presented in these pages. Very briefly described (further details are provided later) these approaches will lead the students, either to respond spontaneously to everyday situations which have been described to them (Situations), or to describe illustrations drawn especially for this Pool (Illustrations), or to deliver in front of the class a brief oral composition, prepared in advance, on an assigned topic (Compositions).

Each of these approaches is comprised of the following elements:

1. stimuli - in two of the tests, they are verbal; in the other, they take the form of illustrations to be described;

2. a method of assessment - it is represented by a scoring form appropriate to the performance being assessed;

3. samples - authentic oral performances collected in Ontario schools, scored and commented upon by Ontario teachers; they are intended to help teachers adopt common standards for the assessment of speaking skills.

This material is accompanied by a) an introduction, mainly devoted to a statement of the reasons why these types of instruments were selected; b) suggestions as to how they are intended to be used.

II. Pedagogical Objectives for Speaking

At the time of this writing, there exists no official Ministry of Education document listing the objectives to be achieved in the teaching of Anglais. Yet, for the purposes of planning and writing the instruments to be made available through this Pool, such a list constitutes a sine qua non. One was developed as part of the B.I.M.O. project; it has been designated "the B.I.M.O. Classification of Objectives" and will be found on pages SPK - 4 and 5. (The reader may wish to note the points of similarity between the four classifications of objectives developed, for B.I.M.O. purposes, for the basic language skills.)

It should be noted that this collection of instruments contains none of a discrete nature, that is, that would test the acquisition of specific knowledges or skills; the reasons are the following:

(a) in part, such instruments would simply duplicate others which are found in the Writing section;

(b) in part, it has not been possible to produce valid and reliable instruments applicable to oral communication;

(c) it seemed far more important to produce instruments which test whether or not a student is able to communicate effectively: this is a much more important objective than the acquisition of discrete knowledges and skills of which little use might be made in oral communication if they remain unorganized.

The instruments found in the following pages are therefore of the integrative type: they enable the user to determine the extent to which students are able to focus on a communication objective the innumerable elements of linguistic knowledge they have acquired.

The type of instrument particularly suitable for each objective has been indicated in the classification. For example, the teacher who wishes to assess the extent of a pupil's oral vocabulary might use the instruments referred to as "Illustrations" (represented by the abbreviation ILL); for some other objective, the instruments to be used would be "Situations" (SIT), or "Compositions" (COM).

B.I.M.O. Classification of Objectives

	The student ...	Type of Instrument
2.	learns to express ideas, opinions and feelings orally with confidence and clarity.	
2.1	improves the form of oral expresssion.	
2.1.1	uses an expanding vocabulary.	ILL, COM
2.1.2	builds effective sentences demonstrating a knowledge of sentence elements and their relationships:	
2.1.2.1	correctly arranges the basic elements of sentences;	COM
2.1.2.2	correctly structures simple and complex sentences in various oral situations;	COM
2.1.2.3	correctly structures declarative, interrogative, exclamative and imperative sentences;	COM, SIT
2.1.2.4	applies relevant grammatical rules.	COM, SIT
2.1.3	organizes and adapts oral statements:	
2.1.3.1	makes the chronological, spatial or logical pattern of the statement perceptible;	COM
2.1.3.2	adopts the register (formal, informal) which is appropriate to the situation and the intention;	SIT, COM
2.1.3.3	devises and follows an acceptable plan, or follows a proposed one;	COM
2.1.3.4	guides the listener by announcing the plan and by making use of transitions.	COM
2.2	through oral expression, manifests creativity and the ability to learn through living and through reading:	
2.2.1	on request, produces short communications in various "genres": - description - narration - essay	COM, ILL
2.2.2	on request, produces short communications with a specific purpose in mind: - to inform - to incite - to arouse feelings - to express feelings - etc.	COM, SIT, ILL

2.3	develops appropriate delivery:	
2.3.1	pronounces sounds correctly;	COM, ILL, SIT
2.3.2	enunciates clearly and distinctly;	
2.3.3	adopts a rhythm and volume appropriate to the situation and the intention.	

III. Some Practical Considerations

Is the teaching of speaking skills a vicious circle from which it is impossible to escape? At first sight, it would seem to be so. It would appear that few teachers have been trained in those observation or measurement techniques which are applicable in this area. Now teachers, like most human beings, are little inclined to engage in activities the impact of which cannot be ascertained; they will therefore tend to make little room, if any, for speaking skills in their curricula and lesson plans. That being the case, they will not feel the need to acquire the techniques mentioned above; it is thus that the circle encloses and imprisons the teachers.

For their part, students easily distinguish between what teachers say about the importance of good oral expression, and what they do about it. What weight should be attached to something which occupies little or no time in the daily schedule and, more important, "does not count on the report card"?

It would seem that the only way to break out of this vicious circle would be to include and carry out certain activities in one's daily planning: systematic instruction in the art of oral expression, provision of a variety of experiences where pupils may express themselves, and assessment of this verbal behaviour.

These three types of activities can be carried out in many ways; assessment, in particular, can be more or less systematic and detailed. It would be contrary to the intent of this document, however, to transform this section of it into a teacher's manual on the teaching and assessment of oral expression. Should teachers wish for information on these matters, they should consult good reference books which will provide ideas and techniques adaptable to the needs of their own students.

(In particular, teachers are urged to consult the following document: The Ministry of Education of Ontario, The Ontario Assessment Instrument Pool, English II, Intermediate Division, pp. SL93-136. Many activities are suggested for the development of speaking skills, and a range of observational and recording techniques are discussed.)

However, it is hoped that teachers will also wish to make occasional use of the testing procedures provided in this package, even if they are more demanding. Tests of spoken language must, of necessity, be individualized; two of the types of instruments provided in this package should be held in private. Their use will necessarily be somewhat time-consuming, and may require special administrative arrangements. These demands should not be exaggerated, on the other hand. Of the two tests given in private, the first, "Situations", requires about five minutes per student and the second, "Illustrations", about ten. The third test, "Compositions", takes place in the classroom and can be integrated into the daily language classes, as is already done by many teachers.

Nevertheless, the administration and correction of these three types of instruments will add to the teacher's workload; it is therefore not expected that they will be used very frequently. Perhaps the first two types will be used twice a year; for some teachers, using them even once a year would constitute considerable progress.

Be that as it may, the authors of the Pool have made every attempt to make the use of these instruments as easy as possible: the administrative procedures and the scoring of the responses have been simplified, and student samples, scored and commented upon, have been included. The examination of this material should convince teachers that the undertaking may be much less onerous than expected.

IV. Rationale for Bilingual Instructions

A special matter needs to be discussed at this point: the language to be used when administering the instruments contained in this Pool.

It may come as a surprise to some that instructions to pupils are provided in both English and French, since a strong tradition has become established, in Ontario schools, to the effect that the mother tongue should be totally banished in the teaching of Anglais to Franco-Ontarian students. Why, then, should the Pool provide instructions in both languages? The answer to that question is as follows.

There is little doubt that systematic use of the mother tongue, when teaching a second language, can be detrimental to the learner. However, expert opinion appears to be tnat occasional use of the mother tongue is not to be feared, and should indeed be encouraged when it enables the teacher to nighlight in a few seconds a contrast between the mother tongue and the target language that, otherwise, would require lengthy explanations or which might possibly never be perceived by the learner. To give but one example: does anyone really believe that harm will be done to francophone pupils if it is pointed out to them that English uses the verb "to be", whereas French uses the verb "avoir", to express the idea of being cold, hungry or thirsty?

Even if such occasional use of the mother tongue when teaching another language had been shown -- let it be repeated, it has not -- to be detrimental, one would still need to ponder whether such use when testing mastery of that language is also to be rejected; the requirements of good measurement do not necessarily coincide with those of effective instruction.

One moment of reflection should suffice to convince the user of this Pool that, when measuring pupil knowledge, the first concern should be for valid and reliable measurement, and that all steps not otherwise detrimental should therefore be taken to ensure that the subjects manifest fully their level of mastery. One such step is the use, for the purpose of giving instructions, of the language which the subjects know best, i.e., their mother tongue. Otherwise, incorrect answers will always constitute ambiguous phenomena, attributable to one of two factors: the subjects do not have the skill or knowledge being tested, <u>or</u> they did not understand what they were expected to do.

Insisting that the target language be used when testing knowledge of that language could, under certain circumstances, be compared to the administration of a written intelligence test to a subject whose eyesight is severely impaired, or set of arithmetic problems involving substantial reading to a child suffering from dyslexia: in these cases, the subject is obviously handicapped by a deficiency which acts as a screen between his true level of skill and knowledge, and its observable manifestations.

It might be argued that classroom teachers know how to word the instructions for their <u>Anglais</u> tests and exams in such a way that even the weakest students will understand what is expected of them; that teachers will restrict themselves to the vocabulary and the level of sentence complexity which they know to be mastered by their pupils. That may be so, and in that case the risk of obtaining unreliable measurements may be slight. The reader will understand that this situation did not exist for the authors of the instruments presented in this Pool. There existed no sure way of knowing which words or sentence structures were known to all the pupils who might eventually be tested with these instruments. Nor could it be assumed that every type of instrument used here would be familiar to these students, who would know at first glance how to approach them; indeed, the contrary is quite likely. Hence the

need to provide full explanations, in the language which the subjects are most likely to understand, i.e., their mother tongue.

It was decided that, in the final analysis, the teacher was in the best position to decide whether the instructions to be used with a given class, with a given set of instruments, should be presented in French or in English and that that freedom of choice could be achieved only through the provision of both. English and French instructions have therefore been recorded on the cassettes which will be used to administer two of the three types of instrument: Situations and Illustrations presented here, whereas the two sets of instructions for the third, Compositions are presented in writing in the appropriate section of this kit.

Section One

SITUATIONS

I. Foreword

In this examination, the subjects are asked to respond orally to oral descriptions of situations from everyday life which require one to ask for or to give information, to offer thanks or apologies, to try to convince or persuade someone, etc. They are told to imagine that they are placed in four of these situations, and asked to demonstrate their ability to deal with each one. Two such sets of four situations are provided for Grades 7-8, and two more sets for Grades 9-10.

The descriptions of the situations and the instructions to the students are recorded on a cassette which forms part of the Pool. Thus the administration of the test will consist simply in allowing the students to listen to one cassette, and in recording their responses on another. The descriptions of the situations are also presented in writing on the following pages.

Obviously, this test is an individualized one and must be given in private. Even if the student is invited to take time to organize a response, it is essentially a test of spontaneous speech.

This type of test is intended to establish whether or not the student knows how to communicate orally in everyday situations; this is the first

hurdle to be overcome in the acquisition of speaking skills, and one would be ill-advised to minimize its importance.

The development of this ability to use language for the purposes of effective communication has been the object of a number of research and development studies conducted over the last two or three decades. In particular, attempts have been made to establish lists of "language functions", that is, of objectives pursued when speaking: to inform the speaker, to obtain information, to convince, to persuade (some prefer the word "incite"), to ask or give permission, to give thanks or offer excuses, to give an order or ask for a favour, etc.

Similarly, studies have been conducted to determine how the relative status of the interlocutors and the circumstances which surround the communication affect the verbal behaviour. (The sentences "Let's go eat, you guys!" and "Our guests are requested to proceed to the room where the banquet is served." are not exactly interchangeable, even if they say essentially the same thing!)

The goal of such research is obviously to determine the language forms and verbal constructions which serve in these differing situations, so that they can be taught to learners. This is the reason why (a) the selected situations correspond to a variety of language functions; (b) each test comprises four situations corresponding to as many different functions; (c) the scoring form stresses those aspects connected with effective communication rather than the grammatical aspects of speech.

II. Procedures for Student Testing

1. Testing Locale

The test is not public; it should be conducted in a quiet place with only the student and the tester present. The place should be free of all distractions: telephones ringing, groups of students changing classes, etc. A table and two chairs are needed.

2. Equipment and Material Required

a) two tape recorders, one to be used to present the instructions and the situations, the other to record students' responses;

b) the cassette containing the instructions and the situations. The instructions, which are the same for all grades, are provided in both English and French; the example included in both versions is entirely in English, however. For each of the two levels (7-8 and 9-10) of the Intermediate Division, the actual situations, which are also presented exclusively in English, are grouped into two forms designated A and B; they are intended to be equivalent, and each contains the same number of situations corresponding to the same language functions;

c) one or more blank tapes to be used to record students' responses. (All told, the testing time for each student should be no more than five or six minutes, but the actual recording time will not exceed two minutes; a sixty-minute cassette will therefore be enough for a class of thirty students.)

d) if so desired, an extra cassette for voice tests, the use of which would minimize the chances of erasing responses already recorded.

3. Selecting the Test Administrator

Teachers may choose to test their own students; two teachers might exchange classes; finally, other members of the staff, e.g., a guidance counsellor or a language monitor, might administer the test. In principle, any person who knows how to inspire confidence, how to make the students feel comfortable and how to motivate them can assume the role since every element of the examination itself is recorded.

4. Procedure

Decide in which of the two languages the instructions will be presented; each version is found on one side of the "Situations" cassette, while the situations themselves are presented on both sides.

a) a few days before the test, make the following preparations:

- describe the goal and nature of the test to the students;
- ensure the availability of a convenient locale, of two working tape recorders and of the required cassettes;
- decide which of the two Forms will be used; for example, Form A may be used to test all of the students at the beginning of the year, and Form B at the end of the year; or, use Form A with one half of the class and Form B with the other half;

b) with each student, follow this procedure:

- briefly review the explanations given in class (if necessary);
- start the first tape recorder, and stop it as soon as test recordings have been mentioned;
- using the second tape recorder, have the student perform a voice test; this will enable the tester to check that the student's voice is being clearly recorded; also, it will help to reduce the tension and shyness experienced by some students;

- record the name of the subject and any other information deemed useful; for example:

  September 23, 1982 - We are going to hear the responses of Marc Beauséjour, Grade 8, St. Steven School, "Situations", Form A;
- stop the second tape recorder and restart the first, so that the student hears the rest of the instructions, and the first situation; stop this first tape recorder, and restart the second;
- continue to alternate the tape recorders (the one which presents the situations one by one, and the other on which the student responses are recorded) until the end of the test;
- thank the student, call for the next candidate, and repeat the procedure.

III. Scoring the Responses

1. General Description of the Procedure

As the responses are short, attempting to establish more than two levels of quality: "acceptable" and "not acceptable", would be unrealistic. The "acceptable" verdict will therefore be passed on responses that are acceptable <u>or better</u>, while all responses that range from "almost acceptable" to "extremely weak" will be marked "unacceptable".

However, it is possible to assess these responses in terms of four criteria:

a) <u>signals</u>: the use of words and expressions intended to attract the interlocutor's attention ("Pardon... Excuse me..."), to show that

the message is not finished ("I mean... you know... euh... you understand?"), to show respect ("Sir... Madam..."), to mark the end of a message ("What do you say?... Don't you agree?...");

b) content: this refers to the message being conveyed: does the speaker express fully and clearly the nature of the information required or transmitted? If wishing to persuade or convince, are the points of the argument of satisfactory quantity and quality?

c) language: this criterion refers to the grammatical and lexical quality of the language, as well as to the adoption of the proper register: not excessively friendly for an unfamiliar adult or a superior, nor too elaborate for a conversation with a friend;

d) delivery: the emphasis here is placed on the clarity and correctness of the pronunciation and on the appropriateness of the rhythm and tone.

Because the responses are short, the test must involve many situations; it is only by the accumulation of judgements relating to a given criterion that a reliable assessment can be made of the student's level of competence.

2. How to Use the Scoring Form

For the teacher who has spent a few minutes studying the scoring form on the following page, the following remarks will be very clear.

- the test is made up of four situations; they are numbered 1 through 4 on a line at the top of the page;

- the scorer will judge each response on the basis of four criteria which are listed on the left-hand side of the form; in all, sixteen judgements per student are required;

Scoring Form: Situations

_____	_____	_____	___/___/___
Student	Grade	Form	Date

CRITERIA:	Situations no: 1	2	3	4		
1. Signals	( )	( )	( )	( )	_____	x 5 = _____
2. Content	( )	( )	( )	( )	_____	x 10 = _____
3. Language	( )	( )	( )	( )	_____	x 5 = _____
4. Delivery	( )	( )	( )	( )	_____	x 5 = _____

Total: _____

Method:

1) Place a check mark in the appropriate brackets if a response is judged to be acceptable with regard to a given criterion.

2) Write, in the first blank space to the right of a line of brackets, the number of check marks made.

3) If it is desired to obtain an over-all numerical assessment, perform the multiplications shown and add the products.

_____
Marker

- each of these judgements will consist in assessing the response as "acceptable" or "not acceptable"; if the response is "acceptable", place a check mark in the space provided;

- the next step consists in counting the number of "acceptable" check marks given for each criterion being evaluated; if it is desired to obtain an over-all mark, multiply the four numbers thus obtained by the multipliers indicated on the form, and add the products; automatically, one will obtain a mark out of one hundred where the weighting for each criterion is as follows:

Signals:	20
Content:	40
Language:	20
Delivery:	20
Total:	100

One of the reasons why a two-point scale (acceptable/unacceptable) has been used has already been mentioned: the students' responses are, for the most part, so short that it would be futile to attempt to make finer discriminations. There is another reason, however: because the teaching of speaking skills does not always receive in the daily curriculum the attention it warrants, some students have not developed this art to a very high degree; therefore, it may be urgent to diagnose that weakness and to prescribe the required corrective measures.

Finally, for those teachers who wonder why it is necessary to record student responses when on-the-spot judgements might be made, a word of caution would not, perhaps, be unwarranted. There are many factors which can invalidate the assessment of this kind of material: fatigue, boredom, prejudices, the "halo effect", etc. Assessments made after listening to a response twice, rather than once, are likely to be much more reliable; better still would be the judgements

made by two persons, e.g., with a colleague. In both cases, the taping is essential.

3. Two Approaches to Marking

For the first two criteria, "Signals" and "Content", a scoring key has been prepared for each situation; it sets out the standards of performance which must be attained for a response to be considered acceptable. For the remaining criteria, "Language" and "Delivery", a different method is used: recordings of pupil responses, selected so as to illustrate the meaning of the "acceptable/unacceptable" terminology, are provided. Each one of these two approaches will now be described in greater detail.

4. How to Use the Scoring Keys

The scoring keys to be used in connection with the assessment of "Signals" and "Content" are presented on pages SPK - 25 to 32. They enumerate the components of an excellent response and suggest the minimum number of such elements which an acceptable one should contain.

a) Signals

The reader will find on the next page a list of signals frequently employed in everyday life, with examples of each one. Of course, it would not be appropriate to use all of them whatever the situation; what the scoring keys do here is to indicate which ones would be appropriate in a particular situation. The pupil's response will be judged acceptable if it incorporates <u>more than one-half</u> of the appropriate signals (e.g., 2 out of 2, 2 out of 3, 3 out of 5, etc.).

Types of signals	Examples
Greetings	Good day! Good evening! Hello! Hi! etc.
Getting the other party's attention by:	
an interjection	Hey! Hey there! etc.
a conventional expression	Pardon me! Excuse me! Sorry for bothering you. etc.
identifying the other party	Dad, Mommy, Dear Friends, Ladies and Gentlemen, etc.
an *ad hoc* expression	You can't imagine what's happened to me! Want to hear a good one? Know something?
Identifying oneself	My name is... I am in Grade... I am Mr. Jones' son... etc.
Justifying one's intervention	I have been asked by the Committee... My parents would like to know... As president of this Association...
Introducing the message content	I would like some information... Here are the Committee's views... I am calling about... etc.
Ending the message by:	
a conventional expression	Thank you for your attention, etc.
an invitation to respond	What do you think? Would that be possible? I'd like to know your views on that. Have you any question?
an *ad hoc* expression	That's all I have for now. Those are my questions.
Taking leave	Good by! See you tomorrow! Ciao! etc.

b) Content

For an answer to be considered acceptable from this point of view, it must include: (i) any element classified as compulsory in the

scoring key; (ii) the indicated number of optional elements. The lists of such optional elements provided by the keys should not be considered exhaustive, however, and teachers may give credit for other elements which they deem appropriate.

5. Using the Samples Provided

The cassette which presents the "Situations" instrument also contains samples of students' responses for the "Language" and "Delivery" criteria; these, it is hoped, will help teachers adopt identical standards of assessment by making the meaning of the words "acceptable" and "unacceptable", as applied to each of these two criteria, more easily perceived. To this end, the cassette presents, for each criterion, four samples; the first two have been judged to be acceptable, the other two, unacceptable. Half the samples provided are reactions to a situation used at the 7-8 level, the other half is drawn from 9-10 material. One should not look among these samples for responses which are excellent or extremely poor, since teachers will require no assistance in categorizing such responses. It is between responses that are <u>barely</u> acceptable, and those that are <u>almost</u> acceptable, that it will be difficult to discriminate, and that is what the specimens are intended to help teachers do.

Before beginning to assess the responses of a class, it would therefore be useful to use this material in the following way:

- listen to a response, stop the tape, and try to decide why it has been judged to be acceptable;
- read the judges' comments on that response; they are presented on page SPK - 33;
- listen once again to the response so as better to observe why the judges rated it acceptable;
- repeat the process for each of the samples provided.

IV. The Instruments

Level 7-8, Form A

Situation no 1 (To inform)

A new teacher, who still doesn't know very well where things are in the school, sends you to the Principal's office to get something, and gives you incorrect information about where the office is located, and how to get there. What would you say to that teacher?

Scoring Key

1. Signals: getting other party's attention by a conventional expression (Excuse me, Miss Murphy...); introducing content (I think you have made a mistake; This is not quite right;)

   Number of signals required: two.

2. Content:
   Compulsory elements: correct location of principal's office, or a correct, precise itinerary to principal's office;

   (This situation does not give rise to optional elements.)

Situation no 2 (To inquire)

Your class has organized a bowling tournament. One of your classmates, a good friend of yours, is in the hospital, and the teacher has asked you to call to find out whether he or she will take part. What do you say to your friend?

Scoring Key

1. Signals: greetings (Hello, Carole!); identifying oneself (This is ... speaking.); justifying intervention (The teacher has asked me to find out ...);

   Number of signals required: one.

2. Content:
   Compulsory element: enquiry concerning friend's intentions;

   Optional elements: inquiry about friend's present condition; expected date of discharge from hospital; day or date of tournament;

   Number of optional elements required: one.

Situation no 3 (To express gratitude)

You are two weeks late in returning a library book, and there should be a fine. The librarian tells you that you won't have to pay that fine because it's the first time you are late. What do you say to the librarian?

Scoring Key

1. Signals: identifying other party (Mrs. Lever ...); ending message (Thanks again.); taking leave (Bye! Good-bye!);

   Number of signals required: one.

2. Content:
   Compulsory element: expression of gratitude;

   Optional elements: expression of regrets for lateness; explanation of lateness; promise to avoid repetition of incident; statement as to why money saved is important;

   Number of optional elements required: one.

Situation no 4 (To express feelings)

Someone you have been trying to get close to finally phones and asks you to go to a movie. Tell a parent or a friend how you feel after getting that phone call.

Scoring Key

1. Signals: getting other party's attention by identifying him/her (Oh! Mom!; Hey, Suzy!); introducing content (The most wonderful thing just happened to me!);

   Number of signals required: two.

2. Content:
   Compulsory elements: third person's invitation received; speaker's intense gratification;

   Optional elements: length of period during which third person manifested no interest; fear that third person may not like speaker, or hope that he/she will; request to other party not to mention this conversation to third person;

   Number of optional elements required: one.

Level 7-8, Form B

Situation no 1 (To inform)

At the end of the year, there's a big party at your school for all Grade 8 students. You're making an announcement in class informing your classmates of the details concerning the party. What do you tell them?

Scoring Key

1. Signals: greetings (Hi!); introducing the message content (I'd like to give you some information about the party.); ending the message by an invitation to respond (Do you have any questions?); ending the message by a conventional expression (Thank you for your attention.);
   Number of signals required: three.

2. Content:
   Compulsory elements: date and beginning time of party;

   Optional elements: ending time; location; types of contribution required, if any: decorations, food, organization of games; party's features and activities (games, films, plays, food and drink);
   Number of optional elements required: four.

Situation no 2 (To inquire)

You are sick in bed today and the teacher was supposed to give the class a special assignment for a school project. You call a friend and ask for all the details you need to do the assignment. What do you say?

Scoring Key

1. Signals: greetings (Hello, Paul!); identifying oneself (This is Julie.); justifying intervention (I wasn't in class today because I'm ill.); introducing content (I'm calling about that assignment the teacher was supposed to give us today.); ending message (Can you give me all that information? Did I forget something? Anything else I should know?);

   Number of signals required: three.

2. Content:
   Compulsory elements: nature of the assignment; precise nature of speaker's contribution;

   Optional elements: deadline; method of delivering speaker's work to school;

   Number of optional elements required: one.

Situation no 3 (To incite)

One of your parents asked you to run a few errands, and gave you twenty dollars. When you come back home, there is five dollars missing from the change. What do you tell that parent to make him or her believe that you really lost the money?

Scoring Key

1. Signals: getting the other party's attention by identifying her/him (Mom, Dad,) or by an ad hoc expression (I'd like to talk to you.); introducing content (I've got some bad news. There's one problem.); ending message (What would you like me to do? Can you think of something else I could do?);
Number of signals required: two.

2. Content:
Compulsory elements: loss of five dollars; certainty that it has been lost (not used for speaker's own purposes);

Optional elements: statement of certainty that change received was correct or statement of belief that change received may have been incorrect; offer to return to store(s) to inquire; offer to retrace steps; request for help in searching clothes or handbag, or in retracing steps; recall of numerous past occasions when speaker was able to account fully for money entrusted to him/her; Number of optional elements required: two.

Situation no 4 (To express feelings)

You were sent to the corner store to buy milk. You had to wait a long time to pay for it because the cashier deliberately looked after all the adult customers before looking after you. Tell a friend exactly how you felt about the situation.

Scoring Key

1. Signals: getting the other party's attention by identifying him/her (Hey, Jim!) or by an ad hoc expression (You know what happened to me? I have to tell you something.); introducing the content (Something's just happened that made me feel really bad.); ending the message (What would you have done? Has anything like that ever happened to you?) Number of signals required: two.

2. Content: I was really mad, very aggravated; I felt humiliated since I was given to understand that my being made to wait didn't matter; I felt powerless to do anything to correct an unfair situation; I felt like taking revenge on the cashier (but did not dare, or know how to); I felt like walking out, leaving my purchase there; I felt bad about myself since I should have had the courage to protest, and did not; Number of optional elements required: two.

Level 9-10, Form A

Situation no 1 (To inform)

Imagine that in school today, you learned that you had won a prize for high marks. Tell the good news to one of your parents, and say how you were chosen as the winner, who else took part in the contest, and what the prize is.

Scoring Key

1. Signals: getting other party's attention by identifying him/her (Mom, Dad,) or by an ad hoc expression (Guess what?); introducing message (I got some pretty good news for you!); ending message (What do you think of that!);

   Number of signals required: two.

2. Content:
   Compulsory elements: the news itself; mention of (a) method of selection of winner: special exam on one subject? overall average?; (b) scope of competition: class? school? system?; (c) nature of prize: trophy, sum of money, etc.?
   (All four are required.)

   (This situation does not give rise to optional elements.)

Situation no 2 (To inquire)

Coming home from the drugstore where you had had a doctor's prescription filled, you notice that the instructions on the label are not clear on two points. You telephone the pharmacist. What information will you give him, and what two questions could you ask?

Scoring Key

1. Signals: greetings (Good day, Sir.); justifying intervention (instructions for medicine recently purchased not understood);

   Number of signals required: two.

2. Content:
   Compulsory elements: speaker's full name; name of medicine or prescription number;

   Optional elements: frequency, timing, method, etc., for taking prescription;

   Number of optional elements required: two.

Situation no 3 (To express feelings)

You have lost your wallet. A gentleman whom you do not know has gone to a lot of trouble to deliver it to your house. Express your gratitude to that gentleman.

Scoring Key

1. Signals: identifying other party (Sir; Mr. Jones); ending message (Goodbye and thanks again.);

   Number of signals required: two.

2. Content:
   Compulsory element: expression of gratitude;

   Optional elements: mention of trouble taken by finder; mention of importance of one or more parts of wallet contents: money, bus pass, Student I.D. card; surprise at being handed an object which the speaker had thought lost forever;

   Number of optional elements required: one.

Situation no 4 (To create feelings)

Your first important exam is coming up and your best friend is very nervous. Try to calm your friend down, mentioning at least two things that might decrease his or her anxiety.

Scoring Key

1. Signals: identifying other party (Pauline, Paul);

   Number of signals required: one.

2. Content: recall of friend's success on previous exams; recall of friend's efforts to prepare as well as possible for coming exam; statement of belief that, if exam were to prove very hard, teacher would have to adjust marks; recall that final mark will not be based entirely on coming exam; recall that the teacher is known for preparing easy examinations; offer to help friend complete preparation for coming exam;

   Number of optional elements required: two.

(This situation does not give rise to compulsory elements.)

Level 9-10, Form B

Situation no 1 (To inform)

Your parents have noticed that you have been bringing a new friend to your home. Today, after your friend's departure, they ask you about that person. Give them the information that you think will satisfy them.

Scoring Key

1. Signals: identifying other party (Mom, Dad,); ending message (Did I forget something important? Anything else you'd like to know?);
   Number of signals required: two.

2. Content:
   Compulsory elements: friend's given name;

   Optional elements: place or occasion where speaker made the acquaintance of the new friend; reason for closeness; reason for visits; residence of new friend; relatedness to adults the parents know;
   Number of optional elements required: two.

Situation no 2 (To inquire)

Late Saturday afternoon, after bringing home a record you had just bought, you discovered that it had a serious defect. It is now Monday, and you telephone the store about its policy concerning defective merchandise. What do you tell the clerk, and what questions do you ask in order to know exactly what you have to do?

Scoring Key

1. Signals: conventional expression (Good afternoon, Sir.); justifying intervention (A record I purchased proved defective); introducing message (I would like to know how to proceed...);
   Number of signals required: two.

2. Content:
   Compulsory elements: nature of record's defect; desire to obtain information;

   Optional elements: store's willingness to replace record, or refund money; if so, under what conditions: receipt or cash slip required? if not, should record be sent to manufacturer? if so, manufacturer's address?
   Number of optional elements required: two.

Situation no 3 (To incite)

You have just seen one of your classmates shoplift an object. You feel you should try to convince him or her to put it back. What will you say? Try to be as convincing as possible, and give at least two reasons why your classmate should replace the object.

Scoring Key

1. Signals: getting other party's attention (Look here, Joe; Oh! Suzy!);
   Number of signals required: one.

2. Content:
   Compulsory element: the friend should put the object back;

   Optional elements: shoplifting is a criminal act; is immoral ("not nice"); is just as dishonest as stealing from an individual; is dishonest towards the whole community; probability of being caught by security agents; consequence of being caught: shame on self and family, possibility of jail or fine, criminal record, friend's sorrow, parents' sorrow, punishment by parents; existence of no real need for object; classmate's capability to pay for object if really needed or wanted; danger of speaker being considered an accomplice;
   Number of optional elements required: two.

Situation no 4 (To express feelings)

After last Saturday's party, you came home two hours later than you were supposed to, and without a good excuse. As a result, your parents have "grounded" you for two weeks, a period which includes tonight's big dance at the school. You were one of the organizers of that event, and had worked pretty hard at it. Imagine that a friend, who is not attending the dance either, drops in to chat with you. Tell him or her how you feel about being home while the dance is being held.

Scoring Key

1. Signals: identifying other party;
   Number of signals required: one.

2. Content: disappointment in view of the enjoyment expected but denied; disappointment in view of the effort expended; frustration at not being able to look after problems that might develop at the dance; embarrassment at having to explain absence to classmates;
   Number of elements required: two.

(This situation does not give rise to compulsory elements.)

Comments on Samples

The samples recorded on the cassette which is included in this kit are the reactions of pupils to some of the situations included in the sets for Grades 7-8 and 9-10. The first four are presented in order to show how to mark for Language (criterion 3), while the last four show how to mark for Delivery (criterion 4). In both cases, the first two samples presented have been judged to be Acceptable, while the other two were rated Unacceptable. Each sample is preceded by the identification of the corresponding situation, the level (7-8 or 9-10), form (A or B) and number (1 to 4) being indicated.

3. Language

Acceptable samples

1. Level 7-8, Situation B - 4

   This specimen is acceptable from the point of view of language (but would be inacceptable from the point of view of delivery) since the pupil makes only two errors: he twice substitutes "look at" for "look after" and uses a meaningless expression: "feeling dumb about myself".

2. Level 9-10, Situation A - 4

   The use of run-on sentences makes the meaning slightly obscure and leads to the needless repetition of "last year".

Unacceptable samples

1. Level 7-8, Situation A - 3

   Problems with connectors: "late in my book", "thank you that"; repetition of "book"; inaccurate expressions: "give a fine", "fine for the book".

2. Level 9-10, Situation B - 1

   "he goes to my school" is a French construction; "to do homework" does not express the thought; "after" would require a complement; the speaker uses run-on sentences.

4. Delivery

Acceptable samples

1. Level 7-8, Situation A - 4

   Volume and tone appropriate, but rate of delivery is excessive, resulting in poor enunciation: "friend", "asked", "we're going".

2. Level 9-10, Situation A - 4

   Intonation, rhythm and pronunciation are good; however, final consonants are frequently slurred (test, first, just, comes), and the word "fun" is mispronounced at first.

Unacceptable samples

1. Level 7-8, Situation A - 3

   Volume, intonation and enunciation (e.g., "sorry") are inadequate.

2. Level 9-10, Situation A - 3

   One false start, one long hesitation; "th" sound incorrect; monotonous, artificial, unconvincing tone.

Section Two

ILLUSTRATIONS

I. Foreword

In this instrument, illustrations are used as stimuli for oral expression. The student is asked to describe three illustrations in an organized, clear and precise manner, to imagine, indeed, that another student will attempt to draw the illustrations on the basis of these descriptions.

Like the preceding one, this instrument (a) is individual and should be held in private; (b) tests spontaneous oral expression.

The scoring form directs the scorer to observe the student's ability to do the following:

a) synthesize the elements presented in the picture, recognize the fact that they can be grouped under a single concept and summarized by an appropriate title;

b) give an organized description; most of the illustrations present objects or persons in a spatial arrangement which is easy to grasp: rows and columns, foreground and background, etc.; the student's response should reflect this organization by being orderly and systematic;

c) make use of an appropriate vocabulary; for each illustration, a list of "required words" has been established and the scorer will note whether the student uses each one, either spontaneously or as a result of questioning;

d) demonstrate orally a sound understanding of grammatical structures;

e) pay attention to various aspects of good diction, a term taken here to cover all auditory aspects of delivery: pronunciation, enunciation and accentuation as well as volume, rate and tone.

II. Procedures for Student Testing

1. Testing Locale

This test is not public; it should be conducted in a quiet place, free from all sources of distraction: telephones ringing, groups of students changing classes, etc. Two chairs and a table are required.

2. Equipment and Material Required

a) the illustrations which constitute the test material; there are three illustrations for use in Grades 9 and 10, while four have been prepared for Grades 7 and 8: two illustrations present clothing displays, one of which will be used with girls and the other with boys;

b) the illustration representing a toy store which is used as an example in all grades;

c) two tape recorders, one to be used for playing the instructions for the students, and the other for recording their responses; (One could manage with one tape recorder but much less conveniently.)

d) the cassette on which the instructions are recorded, one or more blank cassettes on which to record student responses and, if desired, another one to perform voice tests; (English and French versions of the instructions are provided on the same cassette; an example in English is heard in both.)

e) as there is a different scoring form for each illustration, as many three-form sets as there are students to be tested.

3. Method

a) several days before the test, make the following preparations:

- describe to the class the goal and nature of the test;
- ensure the availability of a convenient testing locale, two working tape recorders, and the required cassettes. (As an average, allow about five minutes of recording time per student.)

b) apply the following testing procedure with each student:

- briefly review the explanations given in class, if necessary;

- place cassette in first tape recorder and locate desired version (English or French) of instructions;

- start this tape recorder, and stop it immediately after the test recordings have been mentioned;

- perform test recordings on the second tape recorder, so as to ensure that the student is speaking clearly and with sufficient volume and to help reduce the anxiety and shyness experienced by some students;

- record the name of the subject and any other information deemed useful; for example:

  September 23, 1982 - We are going to hear the responses of Marc Beauséjour, Grade 8, St. Steven School; here is his description of Illustration no. 2;

- stop the second tape recorder and restart the first one so that the student may hear the rest of the instructions; if necessary, stop it at the appropriate place and reply to any questions the student may wish to ask;

- give the student the sample illustration, so that he/she can look at it while it is being described on the tape;

- as soon as the instructions are finished, stop the first tape recorder, give the student the first of the three test illustrations, and when he/she is ready to give the required description, restart the second tape recorder;

- follow the same procedure for the other two illustrations;

- thank the student, call in the next one and repeat the procedure.

c) the tester should not interrupt the student, reiterate the requirements of the test nor give help in any other way; however, if the student does not mention one of the designated words, the teacher may question her/him once the description is finished, e.g., "You have not mentioned this object (or animal, or vehicle): do you know what it is called?"

III. Scoring the Responses

A scoring form for each of the illustrations is provided. They are easily distinguishable as each one carries a simplified scaled-down version of the illustration with which it is used. Except for this point, the three forms are almost identical. The reader who has devoted a few minutes to an examination of the one presented on the next page, will have no difficulty either in understanding the following indications or in applying them to the other two forms.

1. The Scoring Forms

They are comprised of two main sections:

a) at the top are found the criteria to be used for assessing students' responses and the scale to be used for each criterion. All possible marks are already printed on the form; all that is required, therefore, is to circle the marks awarded, and then find the total mark. There is but one exception to the above statements: the vocabulary score is obtained by awarding one-half point for each of the "required words" known by the student;

b) at the bottom, a scaled-down version of the illustration is presented; the ten required words and acceptable alternatives are printed right on the picture.

2. The Scoring Keys

The back of each form contains the following information:

- examples of titles worth 2, 1 or 0 marks;

Scoring Form: ILLUSTRATIONS

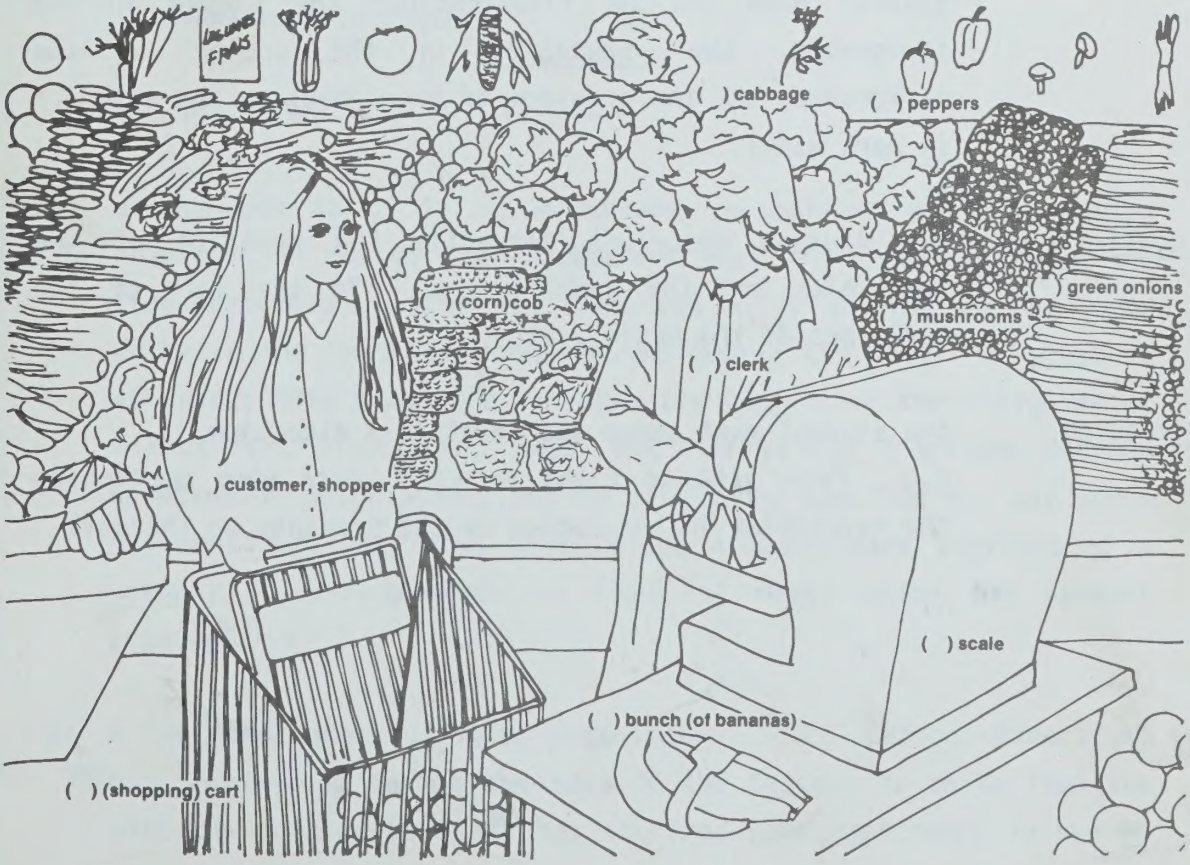
_____	_____	/ /	_____	/33
Pupil	Grade	Date	Marker	Total

A) Content

1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
	Very weak	Weak	Good	Very good
2- Organization:	0	1	2	3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary	1/2 point per word:_____/5			
6- Grammar	0	2	4	6
C) Diction:	0-1-2-3-4-5	6-7	8-9	10-11



Scoring Key

Illustration no. 2: Vegetables

Title:

2 marks: Shopping in a Vegetable Store; Shopping in the Produce Department; Shopping for Vegetables; etc.

1 mark : The Vegetable Counter; Shopping in a Supermarket; etc.

0 mark : The Groceteria; The Smiling Clerk; Weighing Bananas; Tomatoes, Mushrooms and Bananas; etc.

Organization: in a good description the student will refer to the general plan of the illustration: the people in the foreground, the vegetables in the cooler in the background, and the drawings of vegetables on the wall (1 mark each).

Localization: the student describes correctly the position of the vegetables and the people; e.g., "To the left of the girl; beside the scale", etc.

Direction: the student must adopt and maintain a direction, e.g., from left to right or vice versa when mentioning the vegetables in the cooler or the drawings on the wall.

- information on the spatial and/or logical organization of the picture which must be part of the student's description; the reader should note how the terms used in this context are to be defined:

  - Organization: did the student begin by analyzing the picture into its major areas (left, centre, right; top, bottom, in front, behind; top line, centre line, bottom line; left column, right column, etc.)?

  - Localization: did the student locate the elements of the picture in these areas, and in relation to each other ("in front of the barn", "behind the girl", etc.)?

  - Direction: when listing the elements of the picture, did the student adopt and maintain a direction (left to right, top to bottom, clockwise, etc.) instead of jumping from one part of the picture to another?

3. The Scoring Method

a) during the test, it is necessary to collect the information required to assign the vocabulary mark; to that end, as the student mentions one of the "required words" printed on the form, write in the brackets a number indicating the order in which it was used; this procedure will greatly facilitate the assigning of a mark for "Direction". When the student has completed his/her spontaneous description, try to elicit, by questioning, any words not mentioned but, this time, place a check mark (instead of a number) in the brackets in front of those which the student produces;

b) a few other scores (Title, Organization, Localization, Direction) may be assigned during the test if the teacher is quite familiar with the scoring keys and has acquired some experience in how to use the test;

c) do not attempt to mark for grammar or diction during the test itself; all scores will be more reliable if these two are assigned after listening again to the tape at a later time.

IV. Using the Samples Provided

On the cassette, immediately following the English instructions, there will be found seven sample descriptions which have been chosen to illustrate strengths and weaknesses in relation to the three criteria of content, language and diction.

To make the best use of this material, proceed in the following manner:

- listen to the first sample description, stop the tape and try to determine why it has been judged to be very good in each area of content: title, organization, localization, direction;

- read the comments on the sample;

- listen to the sample again, paying attention to the points emphasized in the comments;

- do the same for all of the samples.

After such an exercise, teachers should feel more confident when scoring the responses of their own students.

V. The Instruments

Anglais -- Intermediate Division / I
Grades: 7-10
Illustration no. 0: Example
SPK - 47 and 48


Laperrière 81

Anglais -- Intermediate Division / I
Grades: 7-8 (Girls)
Illustration no. 1a: Clothing (F)
SPK - 49 and 50

Scoring Form: ILLUSTRATIONS

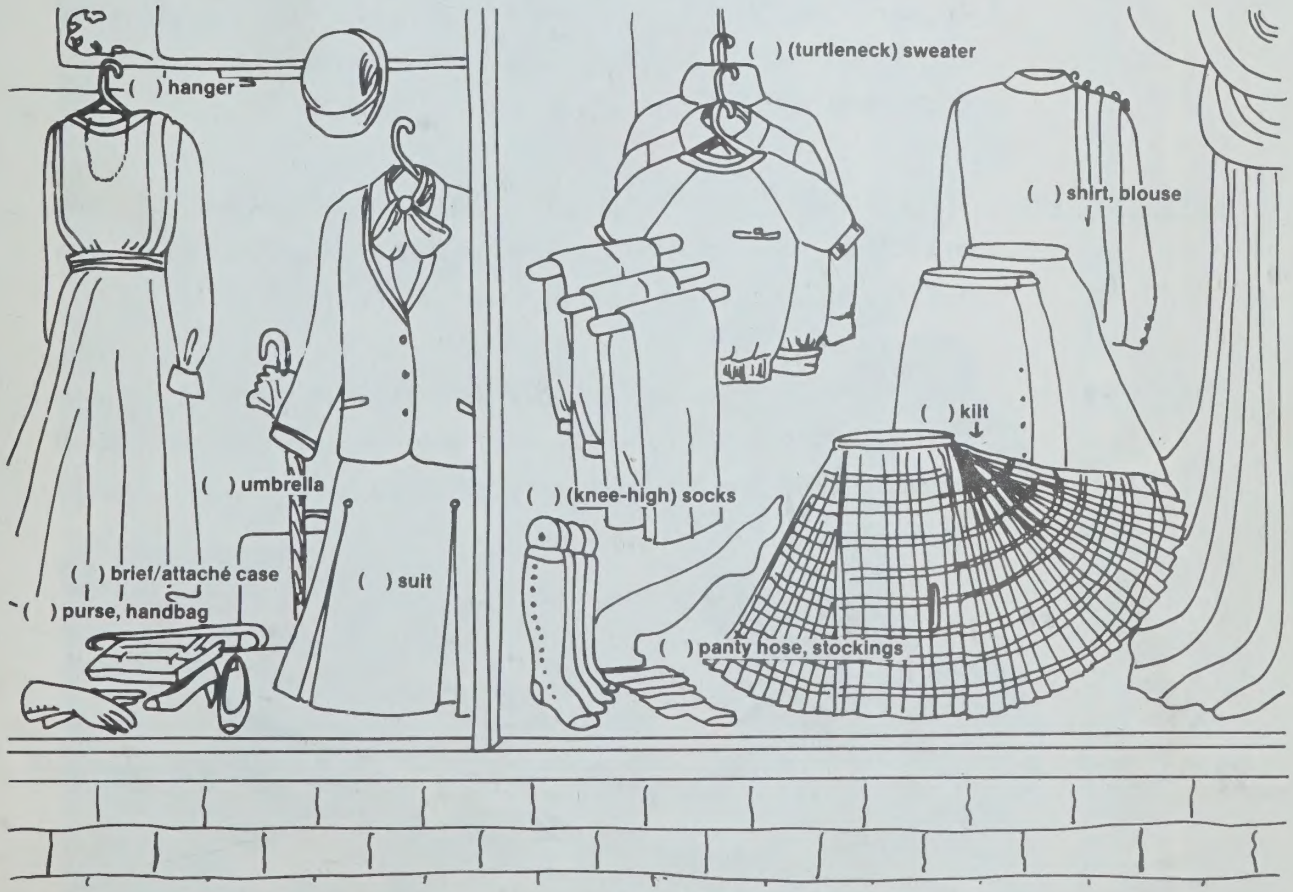
Pupil	Grade	Date	Marker	Total
		/ /		/33

A) Content

1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
	Very weak	Weak	Good	Very good
2- Organization:	0	1	2	3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary	1/2 point per word:_____/5			
6- Grammar	0	2	4	6
C) Diction:	0-1-2-3-4-5	6-7	8-9	10-11



Scoring Key

Illustration no. 1a: Clothing (F)

Title:

2 marks: Ladies' Clothing Display; Ladies' Clothing Store Window; etc.

1 mark : Clothing Display; Clothing Store Window; etc.

0 mark : Dresses and Skirts; Clothes; etc.

Organization: in a good description, the student will mention the existence of two windows (1 mark) where clothes are either placed on the floor or against the back wall (1 mark), with the clothes for more formal occasions in the left-hand side window and those for informal occasions on the right-hand side (1 mark);

Localization: the student correctly describes the position of the articles of clothing and other objects: to the left/right, above/below, in front of/behind;

Direction: the student gives an orderly description, moving in one direction, e.g., clockwise or, when describing right-hand window, from top to bottom (e.g., blouse - skirts - kilt) or bottom to top.

Anglais -- Intermediate Division / I
Grades: 7-8 (Boys)
Illustration no. 1b: Clothing (M)
SPK - 53 and 54

Scoring Form: ILLUSTRATIONS

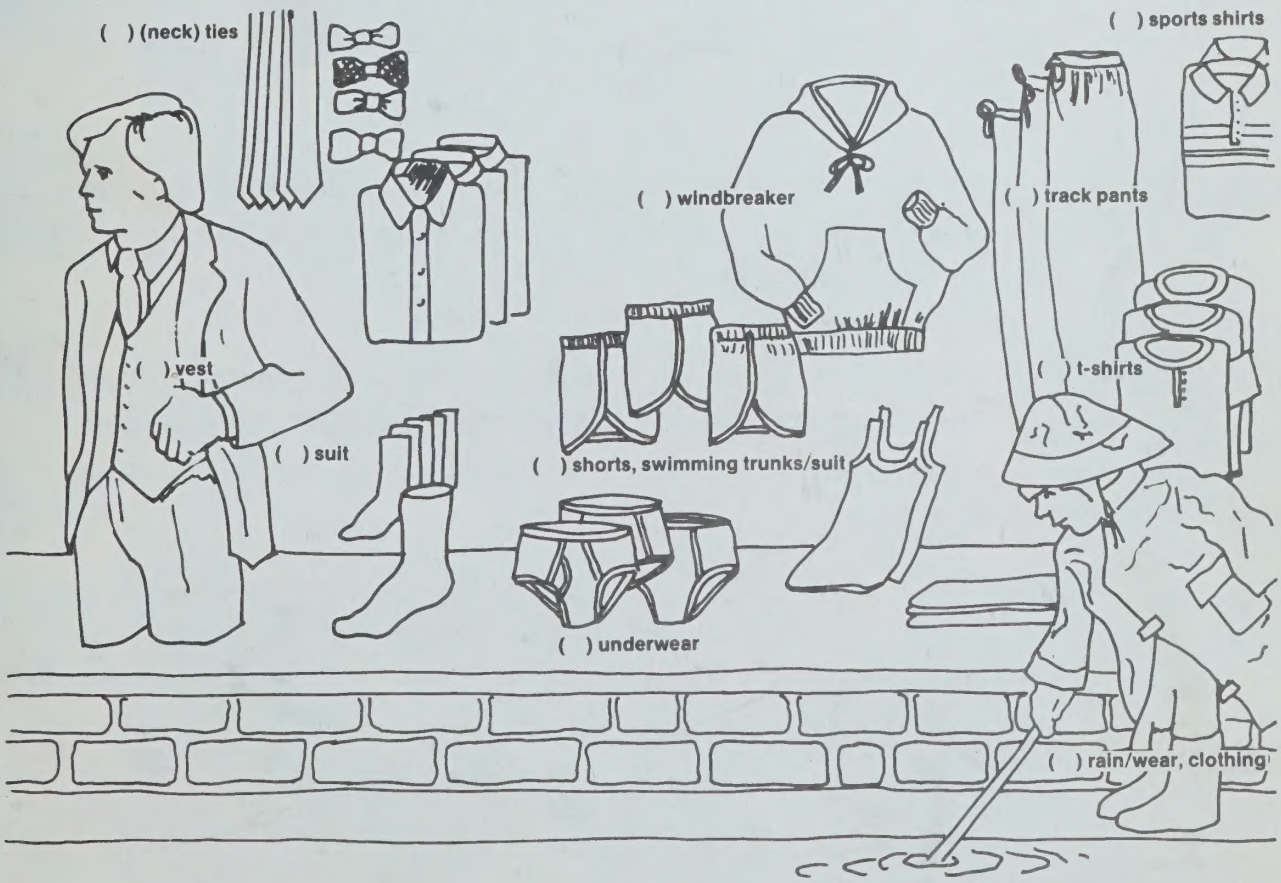
_____	_____	/ /	_____	/33
Pupil	Grade	Date	Marker	Total

A) Content

1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
	Very weak	Weak	Good	Very good
2- Organization:	0	1	2	3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary	1/2 point per word:_____/5			
6- Grammar	0	2	4	6
C) Diction:	0-1-2-3-4-5	6-7	8-9	10-11



Scoring Key

Illustration no. 1b: Clothing (M)

Title:

2 marks: Mens' Clothing Display; Mens' Clothing Store Window; etc.

1 mark : Clothing Display; Clothing Store Window; etc.

0 mark : Suits and Underwear; Clothes; etc.

Organization: in a good description the student will mention the general plan of the store window: clothes are placed either on the floor or attached to the back wall (1 mark) with the clothes for more formal occasions to the left and those for informal occasions to the right (1 mark); finally, the little boy standing outside the store, to the right, will be mentioned (1 mark).

Localization: the student correctly describes the position of the articles of clothing: to the left/right, above/below, in front of/behind;

Direction: the student gives an orderly description, moving in one direction; for example, moving from the left to the right or vice versa, or using a clockwise or counterclockwise direction.


LÉGUMES
FRAIS

Anglais -- Intermediate Division / I
Grades: 7-8
Illustration no. 2: Vegetables
SPK - 57 and 58

Scoring Form: ILLUSTRATIONS

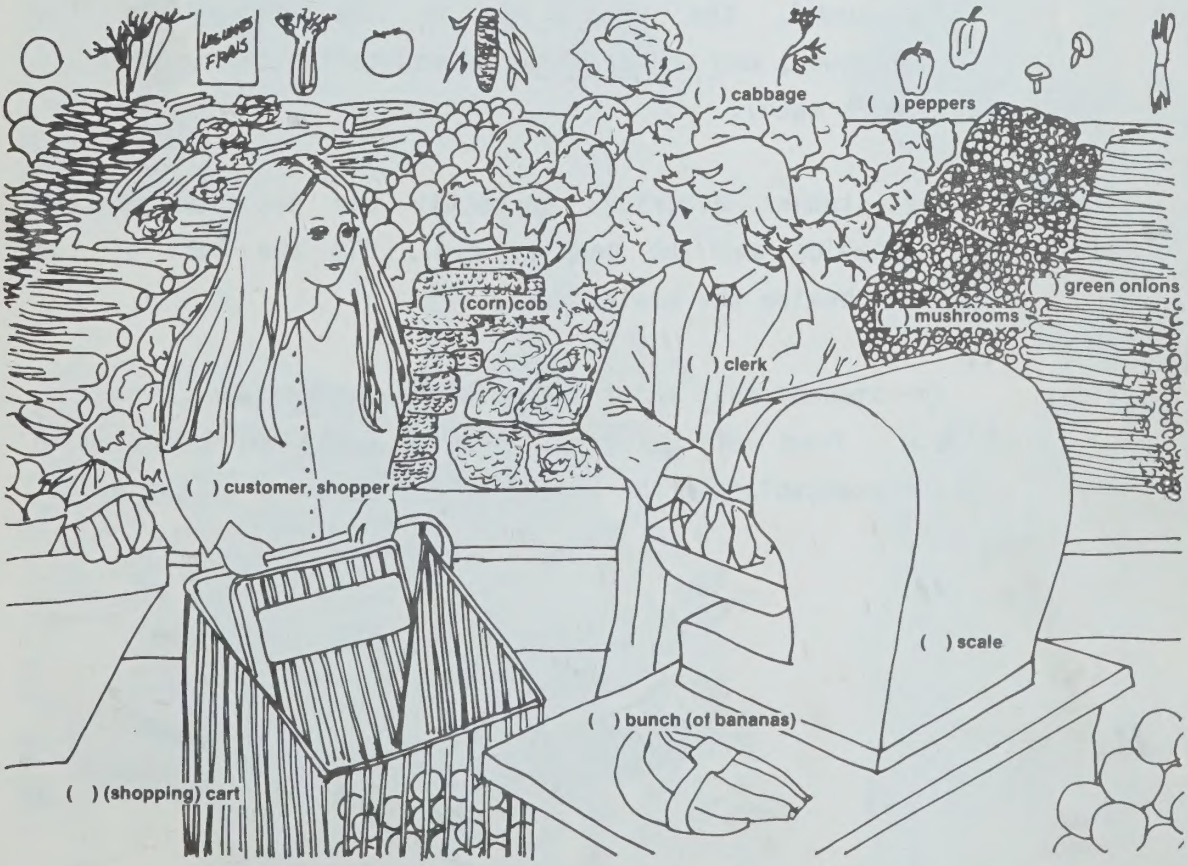
Pupil	Grade	Date	Marker	Total
_____	_____	/ /	_____	/33

A) Content

1- Title:	Inappropriate	Incomplete	Complete	
	0	1	2	
	Very weak	Weak	Good	Very good
2- Organization:	0	1	2	3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary	1/2 point per word:_____/5			
6- Grammar	0	2	4	6
C) Diction:	0-1-2-3-4-5	6-7	8-9	10-11



Scoring Key

Illustration no. 2: Vegetables

Title:

2 marks: Shopping in a Vegetable Store; Shopping in the Produce Department; Shopping for Vegetables; etc.

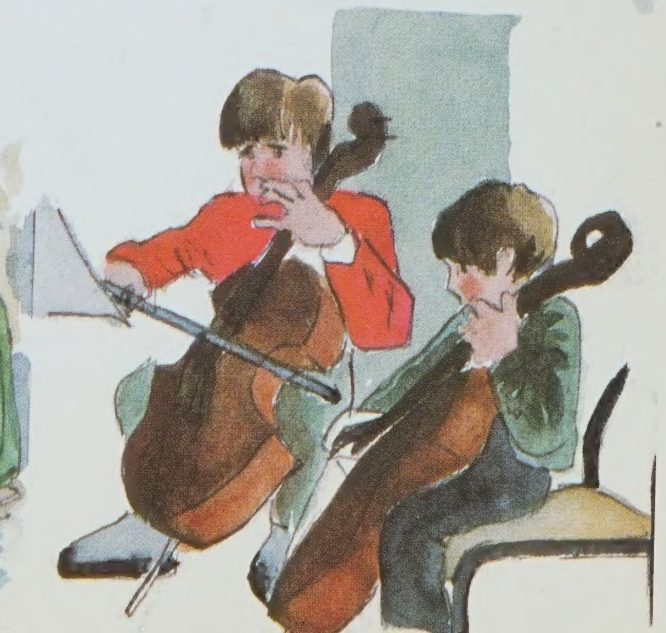
1 mark : The Vegetable Counter; Shopping in a Supermarket; etc.

0 mark : The Groceteria; The Smiling Clerk; Weighing Bananas; Tomatoes, Mushrooms and Bananas; etc.

Organization: in a good description the student will refer to the general plan of the illustration: the people in the foreground, the vegetables in the cooler in the background, and the drawings of vegetables on the wall (1 mark each).

Localization: the student describes correctly the position of the vegetables and the people; e.g., "To the left of the girl; beside the scale", etc.

Direction: the student must adopt and maintain a direction, e.g., from left to right or vice versa when mentioning the vegetables in the cooler or the drawings on the wall.



Anglais -- Intermediate Division / I
Grades: 7-8
Illustration no. 3: Leisure
SPK - 61 and 62

Scoring Form: ILLUSTRATIONS

_____	_____	/ /	_____	/34
Pupil	Grade	Date	Marker	Total

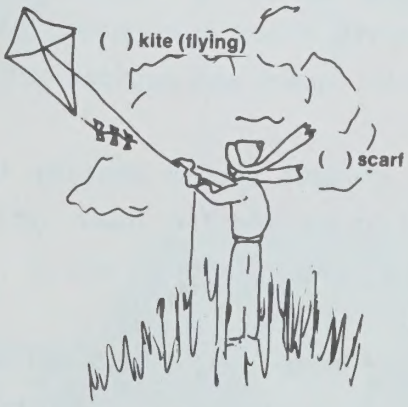
A) Content

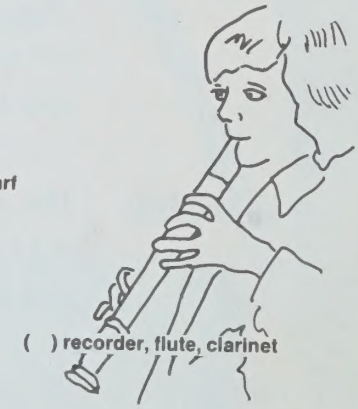
1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
2- Organization:	Very weak 0-1	Weak 2	Good 3	Very good 4
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

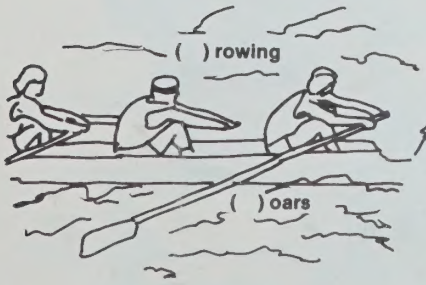
B) Language

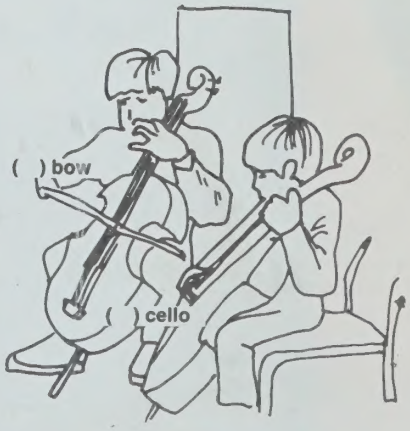
5- Vocabulary	1/2 point per word:_____/5			
6- Grammar	0	2	4	6

C) Diction: 0-1-2-3-4-5 6-7 8-9 10-11









Scoring Key

Illustration no. 3: Leisure

Title:

2 marks: Leisure-Time Activities; Hobbies; Pastimes; etc.

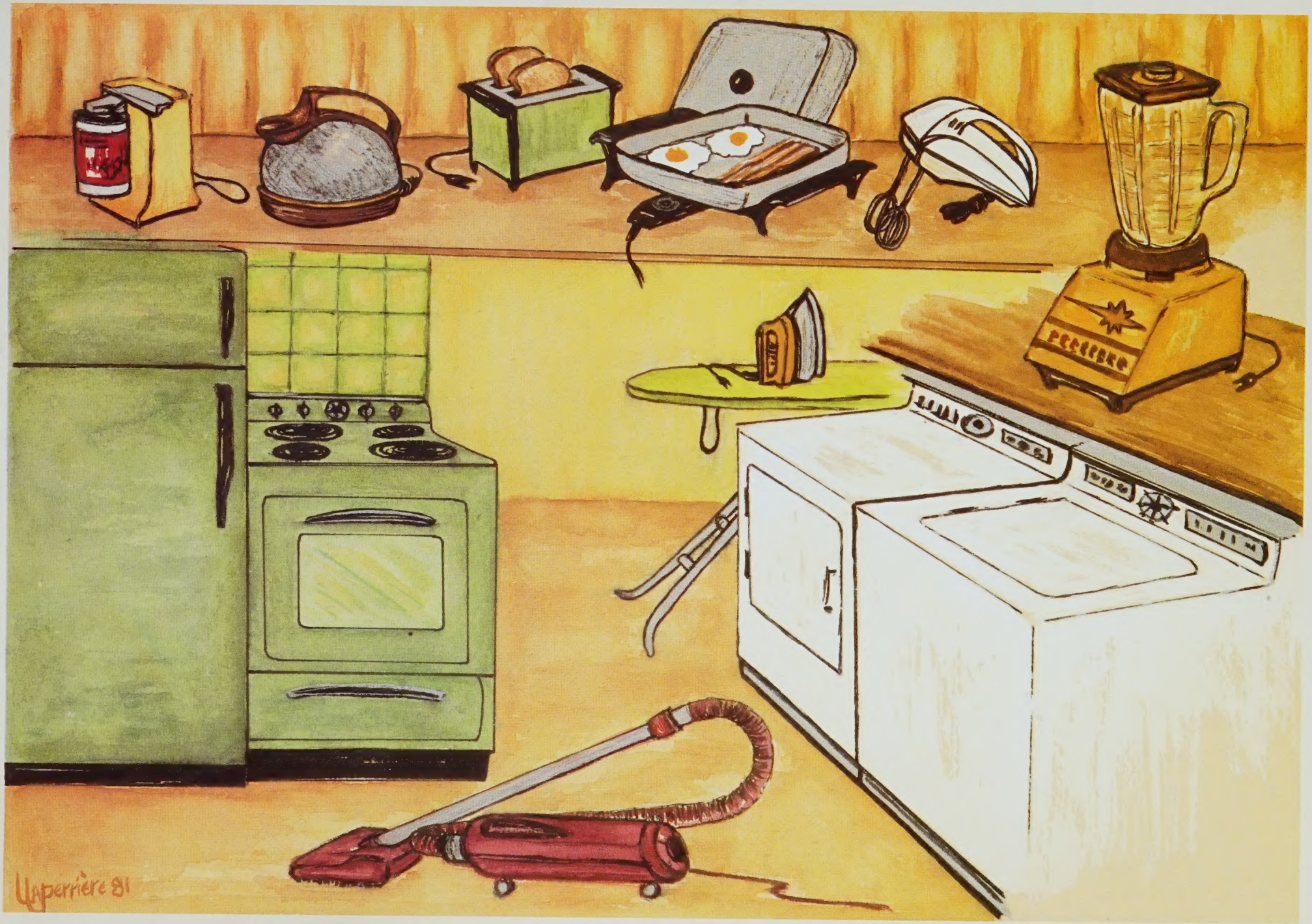
1 mark : People at Play; People Having Fun; etc.

0 mark : Games; Sports; etc.

Organization: in a very good description, the student will earn two marks for mentioning that the drawings are presented in two lines and three rows, and an additional mark for mentioning each one of the following points: (a) the top line presents individual activities while the bottom one presents group activities; (b) the three columns present sports, games and musical activities respectively.

Localization: the student should mention the positions of the various activities (in the lower left-hand corner; below the girl who is flying a kite; etc.)

Direction: the student should move in one direction, e.g., clockwise or counterclockwise, from top to bottom, from the first to the third column.


Uaperrière 81

Anglais -- Intermediate Division / I
Grades: 9-10
Illustration no. 4: Appliances
SPK - 65 and 66

Scoring Form: ILLUSTRATIONS

Pupil	Grade	Date	Marker	Total
_____	_____	/ /	_____	/33

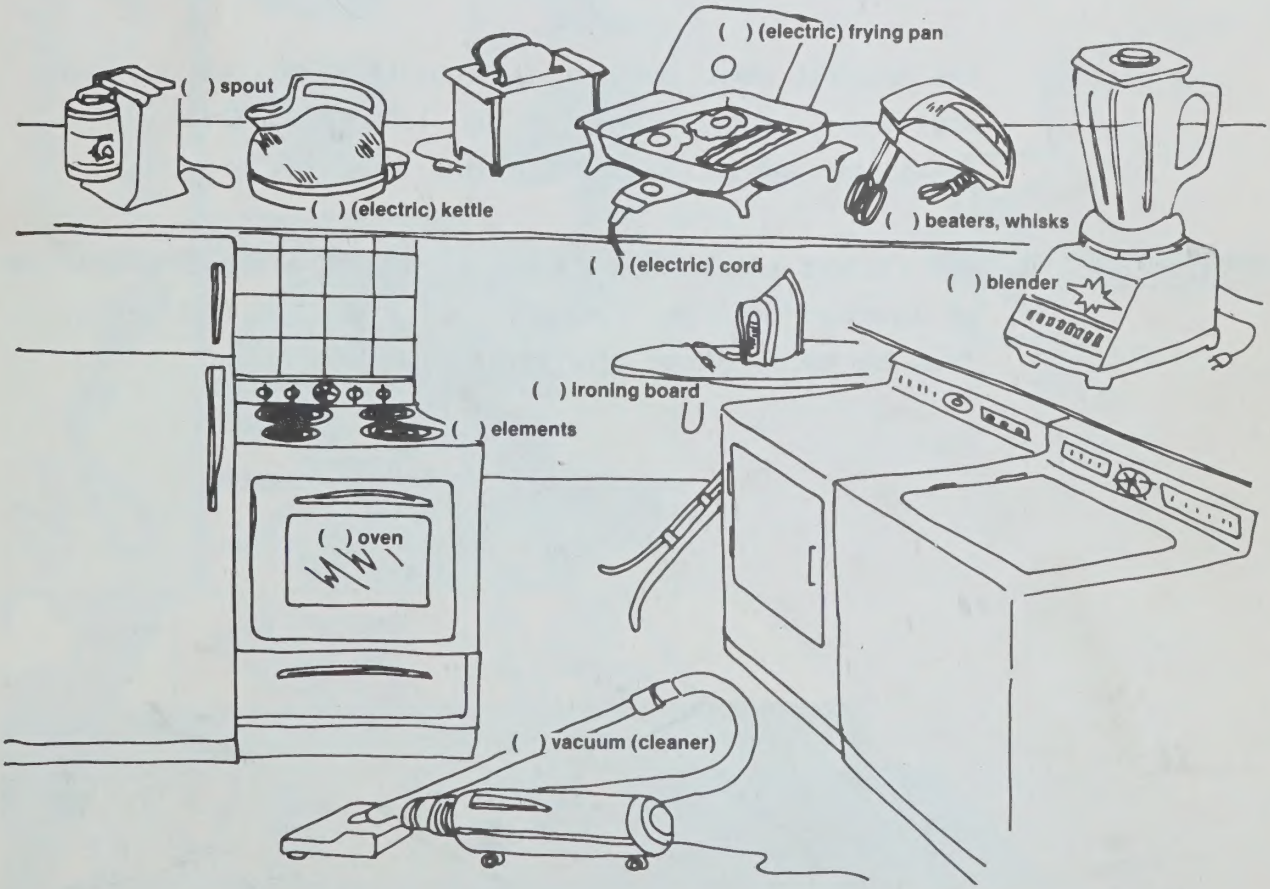
A) Content

1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
	Very weak	Weak	Good	Very good
2- Organization:	0	1	2	3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary	1/2 point per word:_____/5			
6- Grammar	0	2	4	6

C) Diction:	0-1-2-3-4-5	6-7	8-9	10-11



Scoring Key

Illustration no. 4: Appliances

Title:

2 marks: The (Electrical) Appliance Store (or Department); Electrical Appliances; etc.

1 mark : Kitchen Appliances; etc.

0 mark : A Store; A Washer and a Dryer; etc.

Organization: in a good description the student will mention the general plan of the illustration: some appliances on shelves, others on the floor.

Localization: the student must mention the position of the various appliances, e.g., "in the top left-hand corner is a can-opener and to the right of that is a kettle", etc.

Direction: the student should move in one direction, e.g., clockwise or counterclockwise, from left to right or vice versa, from top to bottom or vice versa.


JEAN PATOU
Rochas
CHANEL N° 5
Chez
APPRIVOISE MOI
SPÉCIAL
99¢ lb.
Salon de Paris
Laperrière 81

Anglais -- Intermediate Division / I
Grades: 9-10
Illustration no. 5: Shopping
SPK - 69 and 70

Scoring Form: ILLUSTRATIONS

Pupil	Grade	Date	Marker	Total
_____	_____	/ /	_____	/33

A) Content

1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
2- Organization:	Very weak 0	Weak 1	Good 2	Very good 3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary	1/2 point per word:_____/5			
6- Grammar	0	2	4	6
C) Diction:	0-1-2-3-4-5	6-7	8-9	10-11

Scoring Key

Illustration no. 5: Shopping

Title:

2 marks: The Shopping Centre (Plaza) (Mall); etc.

1 mark : Stores; etc.

0 mark : A Pet Shop; A Fruit Store; etc.

Organization: in a good description the student will mention the general plan of the illustration, i.e., the fact that there are three groups of stores bordering on two intersecting corridors, or arranged in a U-shape.

Localization: the student must correctly mention the positions of the stores, e.g., "on the near left there is a hardware store, and next to that is a store which sells perfumes"; etc.

Direction: the student must move in one direction when enumerating the stores, e.g., right to left or vice versa, and up and down or vice versa when describing the contents of a particular window.


BOEING 707
4030

Anglais - Intermediate Division / I
Grades: 9-10
Illustration no. 6: Transport
SPK - 73 and 74

Scoring Form: ILLUSTRATIONS

Pupil	Grade	Date	Marker	Total
		/ /		/34

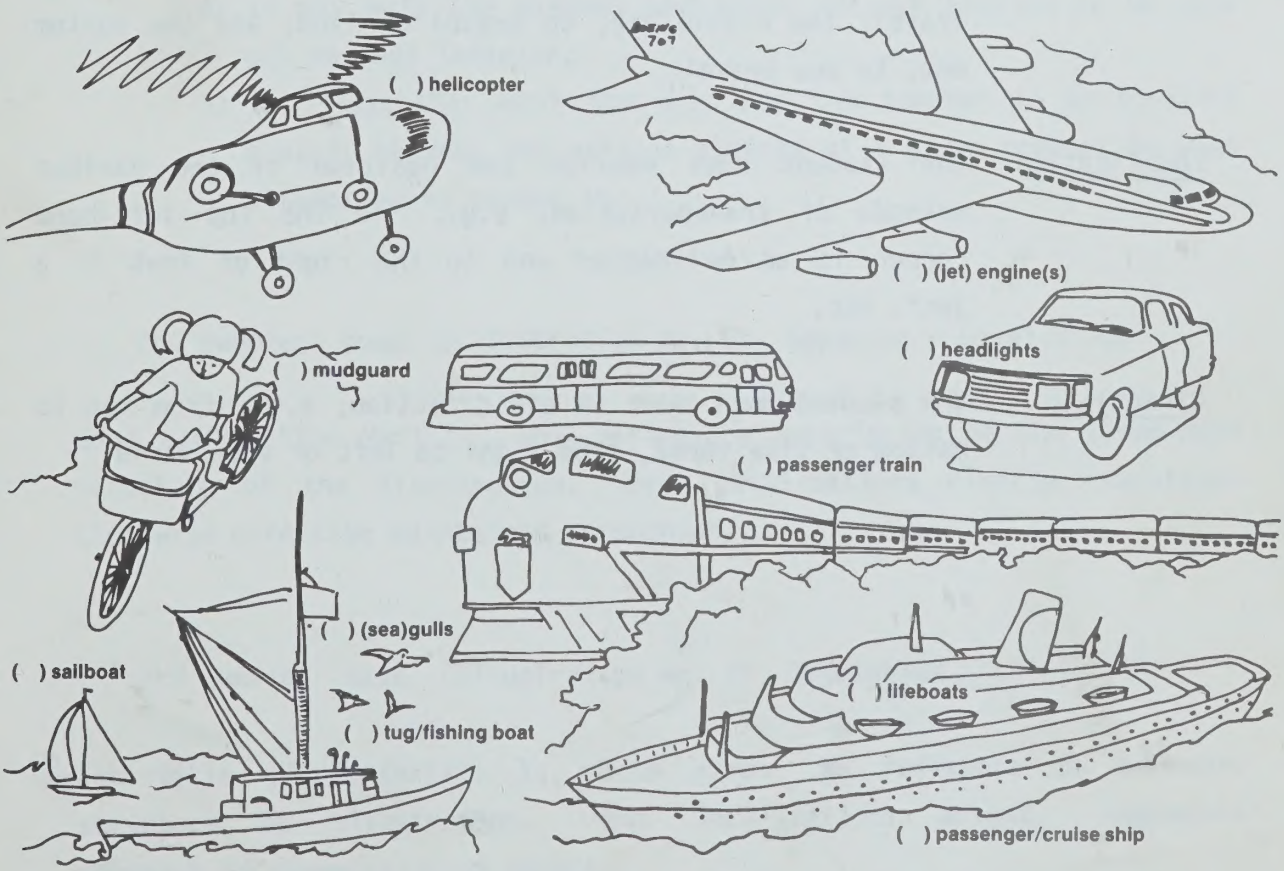
A) Content

1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
2- Organization:	Very weak 0-1	Weak 2	Good 3	Very good 4
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary	1/2 point per word:_____/5			
6- Grammar	0	2	4	6

C) Diction:	0-1-2-3-4-5	6-7	8-9	10-11



Scoring Key

Illustration no. 6: Transport

Title:

2 marks: Methods of Transportation; Conveyances; Vehicles; etc.

1 mark : Kinds of Travel; etc.

0 mark : A Plane and Motor Vehicles and Two Boats; etc.

Organization: in a very good description, the student will earn two marks for mentioning that the vehicles are presented in three lines, and two more marks for mentioning two or more of the following points: the top line refers to air travel, the middle one, to travel on land, and the bottom one, to sea travel.

Localization: the student must mention the position of the various methods of transportation, e.g., "in the top left-hand corner is an helicopter and to the right of that is a jet"; etc.

Direction: the student must move in one direction, e.g., from top to bottom or vice versa, from right to left or vice versa.

Comments on the samples

First criterion: Content

1st sample: Very good (Illustration no. 0: Example)

For this criterion, the field trials did not produce a sample that could be considered very good. Such a sample is provided by the subject who is heard describing a toy store in the instructions to students; this description is repeated in the "Samples" section of the tape along with comments to the effect that in his production, the subject suggests an appropriate title, then describes the general organization of the illustration and, finally, mentions in an orderly manner the position of most of the toys.

Note: this example, which is admittedly quite poor from the point of view of Diction, was used purposely and for two main reasons:

a) it may help the student who knows his/her English to be weak not to feel inferior;

b) it illustrates well the need for the teacher to distinguish clearly between the various aspects of a given production when attempting to assess it.

2nd sample: Good (Illustration no. 5: Shopping - Level 9-10)

Good title ("The Mall"). Very inadequate description of the three-part structure of the illustration. Most localizations clearly expressed. Clockwise direction maintained throughout.

3rd sample: Weak (Illustration no. 2: Vegetables - Level 7-8)

The title ("Groceteria") is worth zero. No reference to over-all structure of illustration. Most localizations absent. Haphazard approach to enumeration of objects.

Second criterion: Grammar

1st sample: Good (Illustration no. 1a: Clothing(F) - Level 7-8)

Most sentences well structured; no agreement errors.

2nd sample: Weak (Illustration no. 4: Appliances - Level 9-10)

Many errors concerning article use, subject-verb agreement and prepositions.

Third criterion: Diction

1st sample: Very good (Illustration no. 2: Vegetables - Level 7-8)

This student is very comfortable with the phonetic aspects of English; his delivery is smooth and fluent.

2nd sample: Weak (Illustration no. 4: Appliances - Level 9-10)

Rate, volume and intonation are appropriate, but many words are mispronounced: oven, iron, ironing, mixer, boiling.

Section Three
COMPOSITIONS

I. Foreword

This measurement strategy is of the usual composition type, with one difference: the student delivers an oral presentation in front of the class instead of handing in a written composition. It differs from the two previous ones in that it is conducted in public and gives the subject time to prepare his presentation.

As in the "Situations" strategy, the topics have been chosen keeping in mind the variety of language functions; one topic may require the student to inform the listeners, another, to incite them, a third, to express emotions or feelings. It is important that students realize that a speaker must adapt his speaking style not only to the audience but also to the purpose of the communication.

Three groups of criteria are emphasized on the scoring form provided: the content (ideas and their organization), the language (grammar and vocabulary) and delivery in the broadest sense of the word: diction and pronunciation, volume and tone, gestures and facial expressions, visual contact with the audience, etc.

Many similarities exist between tests of oral and of written composition. The reader should not therefore be surprised by the resemblance between certain passages in the section of the Pool that deals with writing, and the next few paragraphs.

II. Procedures for Student Testing

1. The Material

The composition topics found in this section are adapted to the interests and the level of intellectual development of Intermediate Division students. They have also been chosen because they correspond to various "language functions", i.e., the objectives one pursues when expressing oneself. This relatively new concept underlies much of recent research and development work in the area of language instruction, and it was deemed important that it be reflected in the Pool; hence, for each topic, the corresponding language function has been indicated: to inform, to move, to incite, etc.

The topics are accompanied by

- recorded material: samples of oral compositions, on each one of the suggested topics, are presented on a cassette included in this kit;
- written material: for each topic, a description of the conditions under which the samples were gathered; for each sample, a scoring form showing the scores given by markers, and comments supporting these scores.

2. Using the Suggested Topics

Whereas nothing prevents the teacher from assigning the same topic for written composition to all of the students in a class, the same would not be true for oral compositions. For several reasons, not

the least of which is the students' boredom resulting from their being forced to listen to twenty-five or thirty presentations on the same topic, the teacher will prefer to divide the class into as many small groups as there are topics available, and assign each topic to one group only. The topics suggested here will not satisfy the needs of those teachers who recognize the importance of oral expression and treat it accordingly; it will be necessary for them to prepare their own lists of topics, keeping those in the Pool for some "special occasion"; for example, end-of-the-year assessment.

The instruments provided here, therefore, are intended to help teachers in the following ways as well:

a) illustrate the variety of topics that may be handled at a given grade level: descriptive, narrative, functional, etc.;

b) suggest a method of assessment suitable whatever the topic: the scoring form and the pedagogical concepts underlying it may be applied to topics provided by the teacher as well as to those included in the Pool;

c) most important perhaps, guide teachers in the assessments they must make of their own students' oral presentations.

3. Preparations for the Test

Having chosen, among the suggested topics, those deemed suitable for the class, the teacher should use them in the way described so that the students' productions can be validly compared to the samples in the Pool.

When preparing the students for this type of examination, the teacher should emphasize that they are expected neither to read nor to recite from memory a completely written out composition, but to speak from brief notes, preferably an outline, jotted down on "cue cards".

One way of persuading the students to do this would be to show them the section of the scoring form which deals with the penalty to be incurred by those who fail to follow these instructions (see below). It would be equally important to explain to the students why this matter is stressed: reading or reciting written out texts will not help one acquire the art of speaking spontaneously, freely, without constraint; it prevents the speaker from establishing, with the listeners, the visual contact required in order to become aware of their reactions and to adjust one's delivery thereto; it hinders the development of an effective memory, which is needed even with cue-cards, etc.

As long as it is necessary to draw the students' attention to the section of the scoring form dealing with this matter, one would be well advised to discuss the entire form with them; students taking a test have a right to know how their performance will be assessed. Furthermore, this examination might lead to a useful discussion of the components of the art of speaking, as well as provide the content of a vocabulary lesson; the form uses certain words which may be unfamiliar to many students.

4. The Test

It is strongly recommended that most of the assessment be performed while listening to recordings of the compositions; the teacher will find the task much easier if those dealing with the same topic are heard one after the other. This can be achieved in two ways. At the risk of boring the audience, all speakers dealing with the same topic could follow one another and be recorded on the same cassette; alternatively, speakers dealing with different topics might be heard one after the other, as long as their compositions are recorded on different cassettes.

The raison d'être of the recommendation that the compositions be taped and that (except for one area, the non-verbal) no mark be assigned until a composition has been heard at least twice is that oral compositions are even more difficult to assess than written ones. The danger of making inadequate assessments after one hearing only is considerable; a pleasant voice, a few impressive words, good grammar might, for example, mislead one into judging that the composition is also very good from the point of view of ideas and organization, whereas a second, more critical exposure might show that this is not so.

III. Scoring the Compositions

1. The Scoring Form

Before reading the following remarks, teachers should devote a few minutes to an examination of the scoring form presented on page SPK - 85.

The form lists seven criteria, grouped under three main headings (Content, Language and Delivery), for the assessment of oral compositions. As with other scoring forms presented in the Pool, a two-step approach is recommended. In relation with each criterion, the composition being assessed is first located on a four-point scale (very good, good, etc.); if desired, this rating is then converted into a score that can be added to the others.

In order to help teachers make these assessments, the form lists, for each criterion, a number of elements that could be taken into account.

This particular form embodies a unique feature which has already been alluded to. Should some students, in spite of very explicit instructions, insist on either reading their composition or reciting it from memory, it is recommended that their total mark, obtained by adding the sub-scores, be multiplied by 0,8 as shown at the bottom of the form.

Finally, please note the following:

i) because the "Content" and "Language" aspects of student performances may be observed on many other occasions, and particularly in written compositions, it was deemed appropriate to allocate the highest weighting to those aspects that are peculiar to oral composition;

ii) the distinction suggested between "pronunciation" and "enunciation" is the following: sounds which do not conform to adopted standards ("dis" and "dat", "'ad" and "'at", "Febuary" and "libary", "goverment", etc.) constitute incorrect pronunciation; if a student's speech is slurred and if, in particular, the consonants lack clarity and firmness, then enunciation is the problem.

iii) delivery also includes the "rate" of speech, which may be too fast or too slow, jerky, interspersed with unnecessary pauses, etc.; on the other hand, "intonation" deals with the "melody" of the language; if it is good, the pitch of the sounds produced will vary according to the message; if bad, it will be monotonous or not in accord with the meaning.

Scoring Form: Oral Compositions

_____ Pupil _____ Grade ___/___/___ Date _____ Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:
( )-relevance ( )
( )-variety ( )
( )-originality ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

20

2- Organization:
( )-plan ( )
( )-intro. & concl. ( )
( )-coherent sequencing of ideas ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

10

30

B) Language (30)

3- Grammar:
( )-sentence structure ( )
( )-agreements: gender, number, person ( )
( )-agreements: tense ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

20

4- Vocabulary:
( )-rich ( )
( )-precise ( )
( )-correct ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

10

30

C) Delivery (40)

5- Diction:
( )-pronunciation ( )
( )-enunciation ( )
( )-accentuation ( )

Very weak: 0 to 7
Weak : 8 to 10
Good : 11 to 13
Very good: 14 or 15

15

6- Voice:
( )-volume ( )
( )-rate ( )
( )-tone ( )

Very weak: 0 to 7
Weak : 8 to 10
Good : 11 to 13
Very good: 14 or 15

15

7- Non-verbal aspects:
( )-posture ( )
( )-gestures ( )
( )-facial expression ( )
( )-visual contact ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

10

40

Final mark
- instructions followed — TOTAL: _____%
- composition read or recited — TOTAL: _____ x 0,8 = _____%

2. Two Methods of Scoring

a) The teacher who chooses to devote little time to oral expression will not tape the students' compositions and will mark them on the spot. Under those circumstances, highly analytic marking would be only a pretense; at most three scores will be assigned (Content, Language, Delivery) as provided for on the extreme right of the form.

b) Other teachers will tape the students' compositions and perform the more analytic assessment also provided for on the scoring form; to that end, it will be necessary to listen to the recording at least once, outside of the classroom, in order to ascertain whether the second hearing confirms the impressions left by the first, to compare and contrast the scores given to compositions dealing with the same topic so as to ensure consistent scoring, etc. (Obviously, even the teacher who uses the second method must assign at least a tentative score for the non-verbal aspects while the student is delivering the composition.)

The advantages of this second method are easily perceived. It allows for more reliable and more valid assessments; it is much more useful for purposes of remedial instruction; it should be helpful when conducting parent-teacher interviews.

In both cases, one should not forget to multiply the total score by 0,8 if the student has not followed instructions.

The scoring of oral compositions is less reliable and even more subjective than that of written compositions, especially if they are not taped and replayed and if scoring standards are not available. For these reasons, and especially for the last one, a set of sample compositions has been included in the Pool.

IV. Using the Samples Provided

For each of the suggested topics, three or more samples are presented on a cassette. Generally, they range from "good" to "very weak"; few of them warranted very high scores due to the fact that most had to be penalized by multiplying the total score by 0,8. (These samples were gathered in many different classes and schools; one is tempted to conclude that the requirements embodied in this instrument are not frequently imposed.)

The most efficient and effective way to use this material would be as follows:

- listen to a first sample (possibly on a topic which you yourself have used in your class), and rate it on the following criteria:

  5 - Diction
  6 - Voice

  keeping in mind the two-step procedure: first, for a given aspect, assign one of the four verbal ratings suggested ("very good" to "very weak"); then, if desired, refine the assessment by converting the rating into one of the corresponding scores;

- listen to the sample again, this time following the written transcript (provided on the following pages), and assign ratings and scores to the four criteria contained in the "Content" and "Language" groups;

- compare your scores to those arrived at by the judges, and read their comments;

- repeat this process for the other samples.

V. The Instruments

Introductory Observations

1. The reader is again cautioned against an unwarranted inference. The sample compositions on a given topic which will be found in the following pages are presented in descending order of quality. It would be easy, but totally incorrect, to conclude that the samples presented first represent the highest level of performance that one can expect to find in Ontario's French-Language schools. Even a cursory glance at the marks assigned should immediately dispel this misunderstanding.

2. In transcribing the oral essays reproduced here, the main intent has been to reproduce faithfully the substance of each essay. Therefore, one should not expect the transcripts to be entirely accurate from the point of view of delivery: no attempt has been made to reproduce each and every hesitation, repetition, spontaneous self-correction or pronunciation deficiency; moreover, punctuation and paragraphing obviously had to be added. In order fully to appreciate the marks assigned to these essays, it is therefore necessary both to listen to the recordings and to read the transcripts.

List of Topics

Grade Level: 7-8

To inform	I-	Describe a character from any movie you have seen recently.
		Summary of topic: Movie Character
	II-	Imagine you are shipwrecked on a desert island. Tell what five objects you would most like to have with you, and why.
		Summary of topic: Shipwrecked
To arouse feelings	III-	Imagine you are an animal (of your choice) which was caught in a trap, and then escaped. Describe your experience as vividly as possible.
		Summary of topic: Caught in a Trap
To express feelings	IV-	"That's not fair!" Tell about the time somebody treated you unfairly, and say how you felt.
		Summary of topic: "That's Not Fair!"

Record of Procedure

The following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: November (1981)

Presentation of topic: oral and written

Time allowed:

a) in class: presentation and discussion of general instructions reproduced on the next pages: 10 min.;
discussion of topic: 20 min.;
individual work: 40 min.

b) outside class: student's individual decision (approx. 1 1/2 hrs)

Assistance given: individual advice on idea development and vocabulary selection during the period devoted to individual work

Minimum required length of presentation: 1 minute

INSTRUCTIONS TO THE STUDENT

You will have one week to prepare an oral presentation, which you will deliver in front of the class, on the topic which has been handed to you. You are not to read your presentation or recite it from memory; you should speak as one speaks to friends. However, you will be allowed to make use of index cards on which you have jotted down your outline. Your presentation will be recorded, and the teacher will be watching for, and listening carefully to, the following:

- What you say: is your presentation on topic? do you have lots of ideas? are these ideas your own? are they well organized?

- How you speak: do you use correct sentences? do you make any grammatical errors? do you use good English vocabulary? do you pronounce the words clearly?

- How you behave: do you look at the other students when you are speaking? do you stand well? do you make too many gestures or not enough?

Keep in mind that you are not going to read or recite a composition to the class; you are going to speak to your friends and you want them to be interested in what you say. Be natural; if you are a little afraid, remember that all your classmates will have to make a presentation too. Good luck!

CONSIGNE À L'ÉLÈVE

On vient de te remettre un sujet de composition orale. Tu as une semaine pour préparer une composition que tu présenteras devant la classe. Tu ne devras pas lire ta composition ou la réciter par coeur mais parler comme on parle à des amis. Tu n'auras droit qu'à de petites fiches pour t'aider à suivre ton plan. Lorsque tu feras ta présentation, tu seras enregistré(e), et observé(e) sous chacun des points suivants:

- d'abord, ce que tu dis: ta présentation porte-t-elle bien sur le sujet qu'on t'a donné? as-tu beaucoup d'idées? est-ce que ce sont des idées personnelles? sont-elles bien organisées?

- ensuite, comment tu parles: fais-tu de bonnes phrases? fais-tu des erreurs de grammaire? les mots que tu emploies sont-ils bien anglais? prononces-tu bien?

- enfin, ta tenue: regardes-tu les élèves quand tu parles? te tiens-tu bien? fais-tu trop de gestes ou pas assez?

Rappelle-toi que tu ne dois pas lire ta composition ou la réciter par coeur; tu viendras parler à tes amis et tu veux qu'ils soient intéressés par ce que tu dis. Sois naturel(le) et, si tu as le trac, dis-toi que tout le monde va y passer. Bonne chance!

Grade Level: 7-8 Topic: Movie Character Purpose: To inform

The movie character I chose to describe is unusual in two ways: number one, the film he was in is animated, and number two, he's a rabbit. This film deals with a dauntless group of rabbits who decide to move to a new home. The rabbit I chose is outstanding in both appearance and manner. He's a big brown rabbit with a great big tuft of fur between his ears, this is probably why he got his name Bigwig. It would be useless to say that he's just big, strong and courageous, so I will tell you some of things he's done. In the film, he shows many different sides to his nature; in the beginning, he seems to be a bully, using his size and strength against the rank and file rabbits. Unexpectedly, he shows a superstitious side, he mistakes some calls in the night for the Black Rabbit of Death coming to take him away. He also shows his courage time and time again: he survives being caught in a rabbit snare, makes a bold attack on a cat, and even risks a journey into "Efrafa", a terrifying warren where intruders are dealt with brutally and effectively. There he shows his warm heart, refusing to leave Efrafa without rescuing one of the victims. As I said before, Bigwig is really an outstanding rabbit.

Student: B - I - 1

Comments

Ideas:
- original treatment of the topic;
- well-developed;
- good description of the rabbit.

Organization:
- good introduction and conclusion;
- plan well-developed and followed.

Grammar:
- faultless.

Vocabulary:
- very good: "dauntless" (3), "It would be useless to say" (7), "rank and file" (10), "brutally" (16).

Delivery:
- monotonous tone;
- rate is fast;
- pronunciation and enunciation are clear.

Scoring Form: Oral Compositions

B-I-1		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	( )	Weak : 10 to 13	18/20	
( )-variety	( )	Good : 14 to 16		
( )-originality	(✓)	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		27/30
( )-plan	(✓)	Weak : 5 or 6	9/10	
( )-intro. & concl.	(✓)	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	(✓)	Weak : 10 to 13	18/20	
( )-agreements: gender, number, person	(✓)	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	( )			27/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	(✓)	Weak : 5 or 6	9/10	
( )-precise	(✓)	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	(✓)	Weak : 8 to 10	12/15	
( )-enunciation	(✓)	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	10/15	30/40
(✓)-rate	( )	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	8/10	
( )-gestures	( )	Good : 7 or 8		
( )-facial expression	( )	Very good: 9 or 10		
( )-visual contact	( )			

Final mark { instructions followed TOTAL: ____ %

composition read or recited TOTAL: 84 x 0,8 = 67 %

Grade Level: 7-8 Topic: Movie Character Purpose: To inform

My Favourite Movie Character

I watch "Fame" every time it plays and Coco Hernandez is my favourite character. Let me describe her.

She attends the School of Fine Arts and only talented people are accepted. She is Spanish and has black curly hair. She is petite and can't understand the word "NO".

Coco can sing very well and is also a great jazz dancer.

The thing that is so remarkable about her is the way she dresses, it's so different! I can't wait to see what she's going to wear next.

She is determined to be a star and is always trying to convince her friend Bruno Martelli to try and audition with her. She is a loving person and a great ... a friend like her would be great to have.

Student: B - I - 2

Comments

Ideas:
- some attempt to describe character, but ideas are not well-developed.

Organization:
- simple plan followed;
- introduction is satisfactory but conclusion is weak;
- poor sequencing of ideas (3-9).

Grammar:
- sentences simple but correct;
- some sentence variety: 2, 8.

Vocabulary:
- average.

Delivery:
- rate is fast;
- volume is low;
- some hesitations;
- some errors in pronunciation.

Scoring Form: Oral Compositions

B-I-2 (Pupil) ____ (Grade) ____ (Date) / / ____ (Marker)

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:
(✓)-relevance ( )
(✓)-variety ( )
( )-originality ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

14/20

2- Organization:
( )-plan ( )
(✓)-intro. & concl. (✓)
(✓)-coherent sequencing of ideas ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

6/10

20/30

B) Language (30)

3- Grammar:
( )-sentence structure ( )
( )-agreements: gender, number, person ( )
( )-agreements: tense ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

13/20

4- Vocabulary:
( )-rich ( )
( )-precise ( )
( )-correct ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

7/10

20/30

C) Delivery (40)

5- Diction:
(✓)-pronunciation ( )
( )-enunciation ( )
( )-accentuation ( )

Very weak: 0 to 7
Weak : 8 to 10
Good : 11 to 13
Very good: 14 or 15

9/15

6- Voice:
(✓)-volume ( )
( )-rate ( )
( )-tone ( )

Very weak: 0 to 7
Weak : 8 to 10
Good : 11 to 13
Very good: 14 or 15

7/15

7- Non-verbal aspects:
( )-posture ( )
(✓)-gestures ( )
( )-facial expression ( )
(✓)-visual contact ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

5/10

21/40

Final mark:
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 61 x 0,8 = 49 %

SPK - 99

Grade Level: 7-8 Topic: Movie Character Purpose: To inform

I will describe you one of my favourite movie. I saw this movie about four times and I still like it. It's about a woman names "Maria"; she's the kind who's very active. Later on her parents decide for Maria to be a nun because they thought it was her vocation. So Maria packed up everything and start the trip with a smile. Then she came a nun but she makes all sisters upside down; I mean, she was not enough serious. The Mother Superior receive a letter from a rich man who's asking for a governant because he wants to take care of all childrens. So Maria packed up his guitar and go for it. Then, after all the jokes and the trouble she have, she having fun with all the childrens. Then after some years, Maria be married with the rich man and Maria being the mother of all the bunch.

Student: B - I - 3

Comments

Ideas: - mainly off-topic: a summary of a film rather than a description of a character.

Organization: - some evidence of planning;
- the conclusion is weak.

Grammar: - faulty sentence structure (4, 6, 7);
- throughout, problems with tense agreement and with regular and irregular plurals.

Vocabulary: - weak: confusion between "relate" and "describe" (1), between "come" and "become" (6), etc.

Delivery: - student extremely nervous;
- pronunciation approximate.

Scoring Form: Oral Compositions

B-I-3		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
(✓)-relevance	( )	Weak : 10 to 13	9/20	
( )-variety	( )	Good : 14 to 16		
(✓)-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		15/30
( )-plan	( )	Weak : 5 or 6	6/10	
(✓)-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
(✓)-sentence structure	( )	Weak : 10 to 13	8/20	
(✓)-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
(✓)-agreements: tense	( )			13/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	( )	Weak : 5 or 6	5/10	
(✓)-precise	( )	Good : 7 or 8		
(✓)-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
(✓)-pronunciation	( )	Weak : 8 to 10	7/15	
(✓)-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	6/15	16/40
( )-rate	( )	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
(✓)-posture	( )	Weak : 5 or 6	3/10	
(✓)-gestures	( )	Good : 7 or 8		
( )-facial expression	( )	Very good: 9 or 10		
(✓)-visual contact	( )			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 44 x 0,8 = 35 %

SPK - 101

Grade Level: 7-8 Topic: Shipwrecked Purpose: To inform

There I was stranded on a desert island. No one was around to help me or to keep me company. All I had was the torn clothes on my back and a few pennies that sat at the bottom of my pocket. How I wished I had a few sandwiches or even some fruit! I was so hungry, I thought I could have eaten a horse! The water that surrounded me was salty therefore I could have not drunk it. How a nice glass of cold water would have went down so nicely! If I would have had some matches, I could have started a fire that would have sent off smoke signals. If anyone would have passed by, I would have been rescued. If I would have had a transmittable radio I would have not needed the matches, all I would have to do was contact the coast-guard. Then, I would have been rescued within a few hours. Most of all, I desired to have a book with me; it was so monotone there, I was so lonely and bored!

Fortunately a nice young chap sailed his boat towards the island. I was finally rescued! What an adventure it was for me!

Student: B - II - 1

Comments

Ideas:
- appropriate to topic, but could be more fully developed;
- implausible ending.

Organization:
- evidence of plan;
- satisfactory introduction.

Grammar:
- in general, good;
- problems with tense selection: "went" (7), "would have had" (10), and with word order: "would have not" (10);
- a poorly structured sentence: 6-7.

Vocabulary:
- appropriate to topic;
- French/English confusions: "desired", "monotone" (13).

Delivery:
- all aspects of delivery are good, except some slightly slurred words.

Scoring Form: Oral Compositions

B - II - 1		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	(✓)	Weak : 10 to 13	14/20	
( )-variety	( )	Good : 14 to 16		
( )-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		22/30
( )-plan	( )	Weak : 5 or 6	8/10	
( )-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	17/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
(✓)-agreements: tense	( )			25/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	( )	Weak : 5 or 6	8/10	
( )-precise	( )	Good : 7 or 8		
(✓)-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	(✓)	Weak : 8 to 10	12/15	
( )-enunciation	( )	Good : 11 to 13		
( )-accentuation	(✓)	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	13/15	34/40
( )-rate	( )	Good : 11 to 13		
( )-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	(✓)	Weak : 5 or 6	9/10	
( )-gestures	( )	Good : 7 or 8		
( )-facial expression	(✓)	Very good: 9 or 10		
( )-visual contact	( )			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 81 x 0,8 = 65 %

Grade Level: 7-8 Topic: Shipwrecked Purpose: To inform

If I was stranded on a deserted island, the five objects that I would want most are: food, water, shelter, clothes and a person.

Food because I don't want to starve to death. The water because I don't want to die of thirst. Clothes to keep me warm when
5 it's cold. Shelter, it will protect me against bad weather. A human because he or she can accompany me when I'm lonely.

Student: B - II - 2

Comments

Ideas:
- mainly off-topic: resources characteristic of city living, rather than objects useful on a desert island, are mentioned;
- little development: the presentation lasts 33 seconds!

Organization:
- plan very simple but good;
- good introduction but no concluding statement.

Grammar:
- generally good, as far as can be observed in such a short presentation.

Vocabulary:
- repetition of "because";
- misuse of "deserted" (1), "accompany" (6).

Delivery:
- satisfactory except for non-verbal aspects.

Scoring Form: Oral Compositions

B - II - 2		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	( )	Weak : 10 to 13	8/20	
( )-variety	( )	Good : 14 to 16		
(✓)-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		12/30
( )-plan	( )	Weak : 5 or 6	4/10	
( )-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	12/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	( )			18/30
4- Vocabulary:		Very weak: 0 to 4		
(✓)-rich	( )	Weak : 5 or 6	6/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	11/15	
( )-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	11/15	27/40
( )-rate	( )	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	5/10	
(✓)-gestures	( )	Good : 7 or 8		
(✓)-facial expression	( )	Very good: 9 or 10		
(✓)-visual contact	( )			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 57 x 0,8 = 46 %

SPK - 106

Grade Level: 7-8 Topic: Shipwrecked Purpose: To inform

If I were shipwreck on a desert island, I would liked these five object: somebody with navigation skills, a map, a yacht, plenty of gas, and some food.

I would need a yacht to get out of the desert island and plenty of gas. I would need somebody with navigational skills so he could guide my boat in the right direction. I would need a map to know where I am. And I would need lots of food so I could live for a long time.

Student: B - II - 3

Comments

Ideas:
- off-topic: the hypothesized situation cannot be called "being shipwrecked";
- meagre: the presentation lasts 40 seconds, including hesitations.

Organization:
- some evidence of a plan but not well followed.

Grammar:
- two incorrect verb endings (1, 1);
- one error in number (2).

Vocabulary:
- limited;
- "I would need" occurs four times.

Delivery:
- tone is monotonous;
- some hesitations;
- rate is slow.

Scoring Form: Oral Compositions

B-II-3		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
(✓)-relevance	( )	Weak : 10 to 13	6/20	
(✓)-variety	( )	Good : 14 to 16		
( )-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		10/30
( )-plan	( )	Weak : 5 or 6	4/10	
( )-intro. & concl.	( )	Good : 7 or 8		
(✓)-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	14/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
(✓)-agreements: tense	( )			19/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	( )	Weak : 5 or 6	5/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	11/15	
( )-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	7/15	23/40
(✓)-rate	( )	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	5/10	
(✓)-gestures	( )	Good : 7 or 8		
( )-facial expression	( )	Very good: 9 or 10		
(✓)-visual contact	( )			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 52 x 0,8 = 42 %

SPK - 108

Grade Level: 7-8 Topic: Caught in a Trap Purpose: To arouse feelings

What a terrifying experience! It sends a shiver through my body when I think about it. It was dusk, when I was rapidly hopping through the underbrush of the forest, to reach my cosy hole in the ground. Suddenly, I felt my paw being grabbed. An eerie feeling swept over my furry little body. I stopped, and gazed about me, and realized that I had been caught in a metal contraption, which I assumed to be a fox trap. A thousand thoughts were running through my mind. If the trapper should return, would he set me free? or would he kill me? Rabbit fur, you know, makes great mittens.

I spent the whole night, petrified and in pain, trying to imagine a way to escape. I gave it lots of thought, but in the end, fell asleep.

When I awoke at the first light of dawn, I saw and felt a huge hand loosening my paw from the trap. I peered at this man, and with gratitude and thanks in my eyes, was on my way again hopping through the bush.

Student: B - III - 1

Comments

Ideas:
- original;
- identifies well with the animal's experience.

Organization:
- plan well developed and followed;
- good introduction and conclusion;
- good sequencing of ideas.

Grammar:
- faultless; good variety of sentence structures: exclamatory (1), interrogative (8-9).

Vocabulary:
- above average; e.g. "it sends a shiver through my body" (1-2), "eerie feeling" (4), "petrified and in pain" (10).

Delivery:
- rate and volume are good;
- lacks variety in tone.

Scoring Form: Oral Compositions

B - III - 1 | | / / | |
Pupil | Grade | Date | Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	(✓)	Weak : 10 to 13	18/20	
( )-variety	( )	Good : 14 to 16		
( )-originality	(✓)	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		27/30
( )-plan	(✓)	Weak : 5 or 6	9/10	
( )-intro. & concl.	(✓)	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	(✓)	Weak : 10 to 13	17/20	
( )-agreements: gender, number, person	(✓)	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	(✓)			26/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	(✓)	Weak : 5 or 6	9/10	
( )-precise	(✓)	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	(✓)	Weak : 8 to 10	13/15	
( )-enunciation	(✓)	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	(✓)	Weak : 8 to 10	12/15	32/40
( )-rate	(✓)	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	(✓)	Weak : 5 or 6	7/10	
(✓)-gestures	( )	Good : 7 or 8		
( )-facial expression	( )	Very good: 9 or 10		
( )-visual contact	(✓)			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 85 x 0,8 = 68 %

SPK - 110

Grade Level: 7-8 Topic: Caught in a Trap Purpose: To arouse feelings

I imagined what would happen if I was caught in a trap, then escaped. This is how it goes.

On a hot day in June, I, the gorilla, was caught in a trap that was made for a tiger. The man they called "Arthur the Killer", looking for an animal for his trophy room, went to the pit and found me instead of a tiger. He had a shotgun, ready to shoot me. All of a sudden, a little furry squirrel climbed the pine tree before he could shoot me, he jumped on his head and bit his ear, dropped the gun and then I escaped just in time. Then I ran to the forest, I climbed the maple tree, and all I could see was Arthur under the tree that I was in. I jumped right on him, took the gun, crushed it against the rocks.

What I saw, Arthur running out of the Amazon and what I learned about trapping is not very good.

Student: B - III - 2

Comments

Ideas:
- imaginative, but extravagant: tigers, gorillas, pine and maple trees in the Amazon?
- material too short to develop the topic.

Organization:
- some attempt at a plan;
- introduction and conclusion are weak.

Grammar:
- good, except for sentence structure which is very weak (5, 5-9, 9-11).

Vocabulary:
- quite adequate and functional.

Delivery:
- volume, rate and tone are satisfactory;
- enunciation and pronunciation are satisfactory;
- some hesitations.

Scoring Form: Oral Compositions

B - III - 2 | Pupil | Grade | / / Date | Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	( )	Weak : 10 to 13	13/20	
( )-variety	( )	Good : 14 to 16		
( )-originality	(✓)	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		19/30
( )-plan	( )	Weak : 5 or 6	6/10	
(✓)-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
(✓)-sentence structure	( )	Weak : 10 to 13	11/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	( )			18/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	( )	Weak : 5 or 6	7/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	11/15	
( )-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	11/15	27/40
( )-rate	( )	Good : 11 to 13		
( )-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
(✓)-posture	( )	Weak : 5 or 6	5/10	
( )-gestures	( )	Good : 7 or 8		
(✓)-facial expression	( )	Very good: 9 or 10		
(✓)-visual contact	( )			

Final mark:
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 64 x 0,8 = 51 %

SPK - 112

Grade Level: 7-8 Topic: Caught in a Trap Purpose: To arouse feelings

Hi! I am a lion. I live in the jungle; I love being free. I like to run, jump and eat when I feel like it. But one day, a group of men came to my home, bringing with them a cage, ropes and guns. Seeing them make me nervous, so I returned to my lair in a cave. The next day I returned to see what they were doing. But, I didn't go so far because I was caught in a trap hidden in the bush. They put me in the cage, I was so angry and nervous I kept roaring and turning around. And I didn't want to eat and at night I didn't want to sleep. Three days later, the men were packing their equipment. So I knew that they would have bring me with them; I didn't want to leave my home. When they wanted to put me in a bigger cage, one of the men tripped and fell down. So he did, so I ran and jumped. Without looking back, I ran and I ran to my lair in my cave and I was so happy to be in my cave.

Student: B - III - 3

Comments

Ideas:
- limited and unimaginative;
- fails to arouse feelings.

Organization:
- some evidence of planning;
- introduction is good but conclusion is implausible.

Grammar:
- weak sentence structure (10-11);
- errors in tense (4), (10).

Vocabulary:
- no more than adequate, with one exception: "lair".

Delivery:
- monotonous tone;
- many hesitations and poor phrasing.

Scoring Form: Oral Compositions

B- III- 3 | | / / | |
Pupil | Grade | Date | Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	( )	Weak : 10 to 13	12/20	
(✓)-variety	( )	Good : 14 to 16		
(✓)-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		18/30
( )-plan	( )	Weak : 5 or 6	6/10	
( )-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	10/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
(✓)-agreements: tense	( )			15/30
4- Vocabulary:		Very weak: 0 to 4		
(✓)-rich	( )	Weak : 5 or 6	5/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	7/15	
( )-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	7/15	18/40
(✓)-rate	( )	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	4/10	
(✓)-gestures	( )	Good : 7 or 8		
(✓)-facial expression	( )	Very good: 9 or 10		
(✓)-visual contact	( )			

Final mark { instructions followed — TOTAL: ____ %

composition read or recited — TOTAL: 51 x 0,8 = 41 %

Grade Level: 7-8 Topic: "That's Not Fair!" Purpose: To express feelings

Last year, I had a very bad experience. While I was going to school with my friend, she decided to go to the store. When we were in the store, there were so many candies to choose from. While I was making up my mind, I heard a big voice say: "Hey! What are you two doing there?" and at the same time, I felt something going to my pocket. "I saw one you to take something from the counter." "Not me!" I said. "Me neither!" said my friend. Well, to make sure, he checked in our pockets. How you can imagine, I was surprised to see him take a chocolate bar out of my pocket! "Well, what have you got to say for yourself?" ...(?) ... "Can you prove it?" "Well, I can't prove it but therefore you'll have to take my word for it." So, I had to pay for it. While I was going out of the store, the man said: "I don't want to see you here again." "Well, it's not fair because I didn't do it". Once out of the store, I told my friend:

"Why didn't you tell the truth?" And she started crying and she told me: "I was afraid!". "Well," I told her, "I don't like people that cheat, lie and steal, so I think you better find another friend". And I left her there.

Student: B - IV - 1

Comments

Ideas:
- a relevant experience;
- limited discussion of feelings.

Organization:
- follows a plan;
- satisfactory introduction and strong conclusion;
- good sequencing of ideas.

Grammar:
- correct and effective use of direct speech;
- some faulty sentence structure (6) (8-9);
- use of incorrect preposition (5).

Vocabulary:
- appropriate but not really expressive.

Delivery:
- variety in tone;
- diction good;
- soft voice which does not project well;
- some hesitations.

Scoring Form: Oral Compositions

B-IV-1 (Pupil) _____ (Grade) _____ (Date) / / (Marker) _____

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:
( )-relevance ( )
( )-variety ( )
( )-originality ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

16/20

2- Organization:
( )-plan ( )
( )-intro. & concl. ( )
( )-coherent sequencing of ideas ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

8/10

24/30

B) Language (30)

3- Grammar:
( )-sentence structure ( )
( )-agreements: gender, number, person ( )
( )-agreements: tense ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

14/20

4- Vocabulary:
( )-rich ( )
( )-precise ( )
( )-correct ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

7/10

21/30

C) Delivery (40)

5- Diction:
( )-pronunciation ( )
( )-enunciation ( )
( )-accentuation ( )

Very weak: 0 to 7
Weak : 8 to 10
Good : 11 to 13
Very good: 14 or 15

11/15

6- Voice:
( )-volume ( )
( )-rate ( )
( )-tone ( )

Very weak: 0 to 7
Weak : 8 to 10
Good : 11 to 13
Very good: 14 or 15

11/15

7- Non-verbal aspects:
( )-posture ( )
( )-gestures ( )
( )-facial expression ( )
( )-visual contact ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

5/10

27/40

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 72 x 0,8 = 58 %

Grade Level: 7-8 Topic: "That's Not Fair!" Purpose: To express feelings

Have you ever heard or seen a sign, in an apartment building, that read: "No Pets Allowed"? Or, around Christmas, seen a sign that read: "No Real Christmas Trees"? Well I have, and I say it isn't fair.

Put it this way, who's paying the rent?

What about the beautiful aroma of a real Christmas tree? To me, it just isn't Christmas without a real tree.

Now, pretend you're living alone. You're living in an apartment and you've just noticed a sign that read: "No Pets Allowed". What are you supposed to do? Train the chairs to go fetch the morning paper? or tell the TV to play dead?

Around Hallowe'en, I've even seen signs that read: "No Trick-or-Treaters". What are you supposed to do when you were planning to give candy? Stand in the parking lot and hand it out?

It isn't fair!

The tenants haven't any say to this! The landlord decides, writes it on a piece of paper and you follow the rule. I say the tenants and the landlord should have a vote for each rule because it really isn't fair!

Student: B - IV - 2

Comments

Ideas:
- not pertinent to the topic;
- no discussion of feelings;
- some amusing touches (10-11).

Organization:
- lacks introduction;
- conclusion is weak;
- some evidence of planning.

Grammar:
- almost faultness.

Vocabulary:
- appropriate; one minor blunder: "heard a sign that read" (1-2).

Delivery:
- some variety in tone;
- rate is too fast, resulting in slightly unsatisfactory enunciation.

Scoring Form: Oral Compositions

B-IV-2 (Pupil) | (Grade) | / / (Date) | (Marker)

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
(✓)-relevance	( )	Weak : 10 to 13	8/20	
( )-variety	( )	Good : 14 to 16		
( )-originality	(✓)	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		15/30
( )-plan	( )	Weak : 5 or 6	7/10	
(✓)-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	16/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
( )-agreements: tense	( )	Very good: 17 to 20		23/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	( )	Weak : 5 or 6	7/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	11/15	
(✓)-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	12/15	30/40
(✓)-rate	( )	Good : 11 to 13		
( )-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	(✓)	Weak : 5 or 6	7/10	
(✓)-gestures	( )	Good : 7 or 8		
(✓)-facial expression	( )	Very good: 9 or 10		
( )-visual contact	(✓)			

Final mark:
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 68 x 0,8 = 54 %

SPK - 120

Grade Level: 7-8 Topic: "That's Not Fair!" Purpose: To express feelings

There was a time I felt mistreated. There was a person, well he was a hockey player, and he kept on just laughing at other people because they weren't as good as him. He was trying out for the travelling team with me. I did not make the travelling team so he started laughing at me but I did nothing of it. He played for the travelling team for about a month and then he got put off the travelling team because he wasn't good enough. And then he wasn't laughing at me anymore. He got mad at the coach and he was saying things to his mother, and his mother got mad at the coach too. His mother called up the coach and they started a fight. But then, my friend got to his senses but he did not tell his mother because he didn't want to get in trouble. So he kept it a secret, he only told me; kept it a secret for about a month. So then, he decided to tell his father. He told his father. His father didn't get mad, he just said: "How come you didn't tell us sooner?" He said: "Well, I didn't really want to, because I thought you would get me in trouble." So he kept on talking to him so and then, his father said: "Go tell your mother." So he told everything to his mother and then, his mother called up the coach and they settled things together. And now, he's still on the travelling team.

Student: B - IV - 3

Comments

Ideas:
- writer completely loses sight of the topic;
- the "friend's" (?) adventure poorly told.

Organization:
- chronological order respected;
- pseudo-introduction, no conclusion;
- weak linkages;
- no paragraphing.

Grammar:
- faulty sentence structure (1-3);
- incorrect prepositions (17).

Vocabulary:
- limited and repetitive.

Delivery:
- many hesitations.

Scoring Form: Oral Compositions

B-IV-3 (Pupil) | (Grade) | / / (Date) | (Marker)

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
(✓)-relevance	( )	Weak : 10 to 13	8/20	
( )-variety	( )	Good : 14 to 16		
( )-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		12/30
( )-plan	( )	Weak : 5 or 6	4/10	
( )-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	(✓)	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	9/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	( )			14/30
4- Vocabulary:		Very weak: 0 to 4		
(✓)-rich	( )	Weak : 5 or 6	5/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	7/15	
( )-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	9/15	21/40
(✓)-rate	( )	Good : 11 to 13		
( )-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	5/10	
(✓)-gestures	( )	Good : 7 or 8		
(✓)-facial expression	( )	Very good: 9 or 10		
(✓)-visual contact	( )			

Final mark:
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 47 x 0,8 = 38 %

SPK - 123

List of Topics

Grade Level: 9-10

To inform	I-	Describe in some detail your favorite leisure-time activity, and talk about the pros and cons of it. Summary of topic: Leisure Time
To incite	II-	The school cafeteria is in a real mess. Your class has been identified as the one which created the mess. Convince your classmates to do something about it. Summary of topic: Mess in the Cafeteria
To express feelings	III-	Suppose you suddenly discovered that you had the power to see into the future. Describe the various emotions created in you by that power. Summary of topic: Seeing into Future

Record of Procedure

The following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which they were gathered.

Date: May (1981)

Presentation of topic: oral and on blackboard

Time allowed for the task:

a) in class: -as required to present instructions reproduced on the next page
-general rules for public speaking: 15 minutes
-teacher's comments on topic: 15 minutes
-discussion: 15 minutes
-individual work: 30 minutes

b) outside class: approximately 60 minutes

Minimum required length of presentation: 1 1/2 minute, maximum 3 minutes

No plan was suggested to students. However, during the half-hour devoted to individual work in class, students' questions on any aspect of the work were answered.

INSTRUCTIONS TO THE STUDENT

You will have one week to prepare an oral presentation, which you will deliver in front of the class, on the topic which has been handed to you. You are not to read your presentation or recite it from memory; you should speak as one speaks to friends. However, you will be allowed to make use of index cards on which you have jotted down your outline. Your presentation will be recorded, and marked on the following:

- What you say: is your presentation on topic? does it contain numerous ideas, or just a few? are they personal and original? are they well organized?

- How you speak: are your grammar and vocabulary good? do you pronounce clearly? do you speak loudly and rapidly enough, but not too much?

- How you behave: do you look at the other students when you are speaking? do you stand well? do you make too many gestures or not enough?

Keep in mind that you are not going to read or recite a composition to the class; you are going to speak to your friends and you want them to be interested in what you say. Be natural; if you are a little afraid, remember that all your classmates will have to make a presentation too. Good luck!

CONSIGNE À L'ÉLÈVE

On vient de te remettre un sujet de composition orale. Tu as une semaine pour préparer une composition que tu présenteras devant la classe. Tu ne devras pas lire ta composition ou la réciter par coeur mais parler comme on parle à des amis. Tu n'auras droit qu'à des fiches sur lesquelles tu auras consigné ton plan. Lorsque tu feras ta présentation, tu seras enregistré(e), et observé(e) sous chacun des points suivants:

- d'abord, ce que tu dis: ta présentation porte-t-elle bien sur le sujet qu'on t'a donné? as-tu des idées nombreuses, personnelles, originales et bien organisées?

- ensuite, nous allons observer comment tu parles: qualité de la grammaire et du vocabulaire, correction de la prononciation, adoption du volume et du débit appropriés.

- enfin, nous observerons ta tenue: regardes-tu les élèves quand tu parles? te tiens-tu bien? fais-tu trop de gestes ou pas assez?

Rappelle-toi que tu ne devras pas lire ta composition ou la réciter par coeur; tu viendras parler à tes amis et tu veux qu'ils soient intéressés par ce que tu dis. Sois naturel(le) et, si tu as le trac, dis-toi que tout le monde va y passer. Bonne chance!

Grade Level: 9-10 Topic: Leisure Time Purpose: To inform

Dreaming

You might call me a dreamer or an eccentric but my leisure-time activity involves a bean bagchair, a stool, a stereo and a set of headphones.

You see, when I am feeling lousy, or just want to pass time, I comfortably sit down in my body-hugging bean bagchair, slip on a set of headphones, crank up the volume of the stereo and finally put my feet up on the stool.

The purpose of doing this is mainly to relax myself and take me away from it all, but in the process of doing this, my mind seems to ramble and I'm soon imagining myself performing miraculous stunts. I can of course relate with these stunts for they usually involve things I am familiar with, such as sports and heroic adventures. The first time I tried this, my main purpose was to listen to an album without any interruption. I suppose the reason for my dreaming was that I was so relaxed and the fast-paced song seemed to make me ponder a little and after a while of listening to this, my mind seemed to wander. It didn't take long for me to start dreaming; all it took was a fast song and I was soon imagining I was a great athlete, rock star or even actor. When I finally pulled myself away from my head set, I was totally dumbfounded by the amount of rest and fulfillment I had acquired by doing this. This has now become by far my favourite leisure-time activity. Although I could be doing more important and beneficial things, dreaming seems to give me, seems to revive me more than a cold shower and it

easily changes my mood from grouchy to relatively pleasant.

So if you find yourself down and in the slums or just want to pass time while awakening yourself at the same time, slip on a set of headphones, get yourself in a comfortable position, put the volume on high and you'll be all set. Don't blame me if you make a habit of it.

Student: C - I - 1

Comments

Ideas:
- an original and interesting composition;
- the reader's attention is captured from the very beginning and held throughout;
- feeling of authenticity skillfully achieved.

Organization:
- clear, coherent presentation with a definite focus and sense of direction.

Grammar:
- very good in most respects.

Vocabulary:
- good choice of vivid and descriptive vocabulary: "eccentric" (1), "body-hugging" (5), "miraculous" (10), "fast-paced" (15), "dumbfounded" (20), etc.

Delivery:
- generally good pronunciation with a few words slurred;
- rate fast.

Scoring Form: Oral Compositions

C-I-1 (Pupil) | Grade | / / (Date) | Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	(✓)	Weak : 10 to 13	19/20	
( )-variety	( )	Good : 14 to 16		
( )-originality	(✓)	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		27/30
( )-plan	( )	Weak : 5 or 6	8/10	
( )-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	(✓)	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	14/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	( )			21/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	(✓)	Weak : 5 or 6	7/10	
( )-precise	(✓)	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	14/15	
( )-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	14/15	38/40
(✓)-rate	( )	Good : 11 to 13		
( )-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	10/10	
( )-gestures	( )	Good : 7 or 8		
( )-facial expression	( )	Very good: 9 or 10		
( )-visual contact	( )			

Final mark:
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 86 x 0,8 = 69 %

Grade Level: 9-10 Topic: Leisure Time Purpose: To inform

In My Leisure Time

Most of my leisure time is spent on soccer. Soccer is a sport which I enjoy playing very much. Every year, I meet new people and visit new places around Ontario. For example, this summer ... this weekend, we went to London and came in first place and next year our goal is to go to Sweden and succeed also.

Soccer is a sport which is ... which takes a lot of dedication; for example, for practices. You should go to every practice if possible. When you don't show up to a game or a practice for no reason, you put ... you not only put yourself down but you put the team down also. People have an image about you after that. There is really one thing about this sport that can be dreadful. The thing is that if you don't be careful how you play you can get hurt very bad and never can play again, for example, a torn ligament. That comes back somehow when at some time you kick the ball.

It could be very educational, in a way, that you learn how to get along with people, how to be friendly even when you lose or when you win.

Sure, some people think it's expensive when you go to tournaments and other things but to succeed and maybe even to lose, could be all worth it. So I suggest that, if you like sports, or even if you don't and want to have fun ... join soccer and you won't regret it.

Student: C - I - 2

Comments

Ideas:
- quite relevant, but not very personal nor interesting;
- in particular, the opportunity to contrast football, soccer and rugby is neglected.

Organization:
- plan not evident;
- absence of transitions between ideas.

Grammar:
- some grammatical errors: tense agreement (12), connectors (15), adjective/adverb confusion (13).

Vocabulary:
- uses imprecise vocabulary: "to take" (6), "put down" (9, 10), "thing" (11, 12, 19).

Delivery:
- little or no variety in tone;
- numerous hesitations;
- sloppy and incorrect pronunciation: "ligament" (13), "want to have" (21), etc.

Scoring Form: Oral Compositions

C-I-2		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	(✓)	Weak : 10 to 13	14/20	
( )-variety	( )	Good : 14 to 16		
(✓)-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		21/30
(✓)-plan	( )	Weak : 5 or 6	7/10	
( )-intro. & concl.	( )	Good : 7 or 8		
(✓)-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	14/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
(✓)-agreements: tense	( )			21/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	( )	Weak : 5 or 6	7/10	
(✓)-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
(✓)-pronunciation	( )	Weak : 8 to 10	11/15	
( )-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	10/15	28/40
(✓)-rate	( )	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	7/10	
( )-gestures	( )	Good : 7 or 8		
( )-facial expression	( )	Very good: 9 or 10		
( )-visual contact	( )			

Final mark:
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 70 x 0,8 = 56 %

SPK - 134

Grade Level: 9-10 Topic: Leisure Time Purpose: To inform

Roller Skating

What I really like to do on my leisure time is roller skating. I find that roller skating is a decent sport. There are good things about roller skating. One, roller skating is a good way of transportation to one place to another. It is fun and it is good for exercising; when you want to lose weight you go roller skating instead of jogging. I find that the more I roller skate, the better I can (?) get, by doing tricks and so on. I hope that in the future I can not get to know how to really roller skate and to do better tricks like stand on my hands, do flips, splits, all kinds of things like that. I know that in the future, if I really want to roller skate, like one of those good roller skaters, then I could, but it's really dumb and besides, if I don't really want to roller skate then I won't be able to do all those things. But if I practise now, in the future, it will be worth it all.

Student: C - I - 3

Comments

Ideas: - weak; from line 6 on, the ideas expressed either are trite (6-7) or appear to be contradictory.

Organization: - starts off on a strong note but organization deteriorates rapidly;
- no conclusion.

Grammar: - several grammatical errors including run-on sentences (10-13) and incorrect choice of connectors (4, 7).

Vocabulary: - imprecise: "good things" (2), "and so on" (7), "things like that" (9-10), "dumb" (12);
- repetitive: "good" occurs four times, "really", five times, "roller skate", with variations, eleven times.

Delivery: - rate fast;
- tone monotonous.

Scoring Form: Oral Compositions

C-I-3 (Pupil) ____ (Grade) ____ / / (Date) ____ (Marker)

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
(✓)-relevance	( )	Weak : 10 to 13	7/20	
(✓)-variety	( )	Good : 14 to 16		
( )-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		11/30
(✓)-plan	( )	Weak : 5 or 6	4/10	
(✓)-intro. & concl.	( )	Good : 7 or 8		
(✓)-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
(✓)-sentence structure	( )	Weak : 10 to 13	10/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	( )			13/30
4- Vocabulary:		Very weak: 0 to 4		
(✓)-rich	( )	Weak : 5 or 6	3/10	
(✓)-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	10/15	
(✓)-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	9/15	24/40
(✓)-rate	( )	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	5/10	
(✓)-gestures	( )	Good : 7 or 8		
(✓)-facial expression	( )	Very good: 9 or 10		
(✓)-visual contact	( )			

Final mark:
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 48 x 0,8 = 38 %

SPK - 137

Grade Level: 9-10 Topic: Mess in the Cafeteria Purpose: To incite

After the Battle

There's been a food fight in the caf and it's a mess and we've been identified as the ones that done it. There's been damage done to the walls, mainly painting and the tables are all messy and the floor's sticky. We should go down there and clean it up right now. If the janitors have to do it, they'll have to get paid overtime and that money could have went for dances and sports equipment and other stuff that the school needs badly. If everyone just gives half an hour of their time after school, we could have this cleaned up in no time. Everyone grabs a paint brush and a broom and whatever, clean it up pretty fast. We must work like a team. If two or three of us don't make the effort then you'll be walking down the hall and people'll look at you and say: "Because of them we can't eat in the caf." And also if everyone doesn't pitch in, I am sure (...) will be up here right with her little green book to give about fifteen pages of grammar to the ones who don't want to participate. Also, the principal has asked me to make a list of people to work at noon to pay back for the food that we wasted and the plates that were broken. So everyone will have to sign up their names, whoever it is. If we do not go down and clean up, the principal said we could be charged with all the damages and even be arrested by police for vandalism. So I think that it is a very good point to go down there and clean it up. Thank you.

Student: C - II - 1

Comments

Ideas: - many convincing arguments, appealing to both reason (e.g. 5-7) and emotion (e.g. 12).

Organization: - good; introduction and conclusion quite adequate;
- speaker is aware of purpose and direction needed to achieve goal.

Grammar: - one weakness: paragraphing (if any) not evident;
- some grammatical errors e.g. sentence structure (9), tense agreement (2, 6), pronouns (19).

Vocabulary: - appropriate to the topic; sometimes imprecise: "stuff" (7), "to do" (2, 2, 5), "good point" (21).

Delivery: - rate is fast;
- slurred speech (e.g. 9);
- some hesitations.

Scoring Form: Oral Compositions

C-II-1		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	(✓)	Weak : 10 to 13	14/20	
( )-variety	(✓)	Good : 14 to 16		
(✓)-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		23/30
( )-plan	(✓)	Weak : 5 or 6	9/10	
( )-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	(✓)	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
(✓)-sentence structure	( )	Weak : 10 to 13	14/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
(✓)-agreements: tense	( )			21/30
4- Vocabulary:		Very weak: 0 to 4		
(✓)-rich	( )	Weak : 5 or 6	7/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	11/15	
(✓)-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	14/15	35/40
( )-rate	( )	Good : 11 to 13		
( )-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	10/10	
( )-gestures	( )	Good : 7 or 8		
( )-facial expression	( )	Very good: 9 or 10		
( )-visual contact	( )			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 79 x 0,8 = 63 %

SPK - 140

Grade Level: 9-10 Topic: Mess in the Cafeteria Purpose: To incite

The Food Fight

You know, at the starting of the year I thought you people were all right. I thought you people had enough maturity to do things right. Well, I've lost that belief. You know, I wonder what makes you do this! Your behaviours are out of the ordinary. You act like animals. "How are your parents raising you?" you could tell students! If you're always to do this at home, you'd probably get slapped, shot and buried. So why would you do this now?

My dog knows better than to do things like that. Picture yourself being ten years older, and you work as hard as possible to buy yourself a new car and that day finally arrives. Some drunk comes driving down the street and smashes it up. How would you feel?

I'm really embarrassed at you. This whole school knows about the 150 English class having a food fight in the caf and I feel useless about it. Of all of the people in this whole school, you students, in Grade Nine, not Twelve, Grade Nine, have to start a food fight. Did you take a good look at the mess? It's a disaster! What do you think? Do you all deserve double detentions or this should be forgiven and forgotten? Well, it's absolutely not going to be forgotten if it's not cleaned up. And I can imagine what your bedrooms look like. I'm not demanding you clean the school cafeteria, I'm helping you realize you're on the wrong track. And if you don't know you're doing wrong, you'll never be doing right. This is the point where I truly find out if you're

growing adults into little three year olds. If you get rid of this
25 mess, I'll regain confidence in you; if not, you'll never grow up. To me you'll be worthless human beings. I hope your decisions will be wise.

Student: C - II - 2

Comments

Ideas: - the approach is questionable: the speaker sermonizes, seems to exclude himself from the guilty group, and attempts to shame audience into action.

Organization: - introduction is too long: one must read half the text to find out triggered this outburst.

Grammar: - paragraphing doubtful;
- disorderly presentation of ideas.

Vocabulary: - speaker uses strong language and vivid images to express his feelings, though he does tend to exaggerate (4-5, 26).

Delivery: - ability to vary tone, e.g., sarcastic, patronizing;
- rate is fast;
- faulty enunciation (12), (23-24).

Scoring Form: Oral Compositions

C-II-2 | | / / | |
Pupil | Grade | Date | Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:
(✓)-relevance ( )
( )-variety ( )
( )-originality ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

14/20

2- Organization:
( )-plan ( )
(✓)-intro. & concl. ( )
(✓)-coherent sequencing of ideas ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

6/10

20/30

B) Language (30)

3- Grammar:
(✓)-sentence structure ( )
(✓)-agreements: gender, number, person ( )
( )-agreements: tense ( )

Very weak: 0 to 9
Weak : 10 to 13
Good : 14 to 16
Very good: 17 to 20

13/20

4- Vocabulary:
( )-rich (✓)
( )-precise ( )
( )-correct ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

6/10

19/30

C) Delivery (40)

5- Diction:
( )-pronunciation ( )
( )-enunciation ( )
( )-accentuation ( )

Very weak: 0 to 7
Weak : 8 to 10
Good : 11 to 13
Very good: 14 or 15

14/15

6- Voice:
( )-volume ( )
( )-rate ( )
( )-tone ( )

Very weak: 0 to 7
Weak : 8 to 10
Good : 11 to 13
Very good: 14 or 15

14/15

7- Non-verbal aspects:
( )-posture ( )
( )-gestures ( )
( )-facial expression ( )
( )-visual contact ( )

Very weak: 0 to 4
Weak : 5 or 6
Good : 7 or 8
Very good: 9 or 10

7/10

35/40

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 74 x 0,8 = 59 %

Grade Level: 9-10 Topic: Mess in the Cafeteria Purpose: To incite

Hi guys and some girls! Youse all remember last week what happened in the caf. Seems to me that Mister (...) found out who started it and will probably suspend us and make us pay for most of the damages. Or he could kick us out of the school but I think it's a very small chance. We will have to clean up our mess and as you already know we'll have to pay for all the damages. We made a pretty nice mess for a small, such a small class, and some of the damages were really bad; there's only nine broken tables, two broken windows and fifteen broken chairs, and food was covering the floor. There's writing on the walls, and I went to see the Vice-Principal and he said it would cost us about 450$. Really supposed to cost us 470$ but he said if we can reach the 450$ plateau, he will take twenty off.

I went around school asking people what they thought and, of raising money or taking the money out of their pockets. Most of them said they'd rather make, raise the money instead of taking 30$ out of their own pockets. I went in class asking people and some said to make a telethon, runathon or a yard sale, sell stuff from the school, make some dances of course and, we could have some fun by doing this and hope to raise that money.

Thank you

Student: C - II - 3

Comments

Ideas:
- speaker does not carry out the assignment as he fails to produce any arguments for or against cleaning up;
- does not take the topic seriously.

Organization:
- weak introduction and lack of convincing conclusion;
- spends third of composition dealing with inconsequential issue.

Grammar:
- frequent grammatical errors: subject/verb agreement (8), run-on sentences (2-4, 10-12), other defects of sentence structure (14-15).

Vocabulary:
- slang expressions: "Youse all" (1) and register of language match speaker's attitude toward topic;
- imprecise vocabulary: "to make a telethon" (18), "make some dances" (19).

Delivery:
- entire presentation seems to work against purpose of the speech: slurred pronunciation, choppy speech and frequent use of the interjection "eh";
- one positive element: the student did not read his composition, nor had he memorized it.

Scoring Form: Oral Compositions

C-II-3		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
(✓)-relevance	( )	Weak : 10 to 13	8/20	
(✓)-variety	( )	Good : 14 to 16		
(✓)-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		14/30
(✓)-plan	( )	Weak : 5 or 6	6/10	
( )-intro. & concl.	( )	Good : 7 or 8		
(✓)-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
(✓)-sentence structure	( )	Weak : 10 to 13	13/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	( )			19/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	( )	Weak : 5 or 6	6/10	
(✓)-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	10/15	
(✓)-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	(✓)	Weak : 8 to 10	8/15	22/40
(✓)-rate	( )	Good : 11 to 13		
(✓)-tone	( )	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
(✓)-posture	( )	Weak : 5 or 6	4/10	
( )-gestures	( )	Good : 7 or 8		
(✓)-facial expression	( )	Very good: 9 or 10		
( )-visual contact	( )			

Final mark
- instructions followed — TOTAL: 55 %
- composition read or recited — TOTAL: _____ x 0,8 = _____ %

SPK - 146

Grade Level: 9-10 Topic: Seeing into Future Purpose: To express feelings

Let me tell you about my special power to see into the future. Well, I first realized I had this ability when President Reagan got shot. I asked myself: "What's this world coming to? What's going to happen next?"

That night, I had a terrible dream about the Pope getting shot. It was quite a nightmare. People were screaming hysterically. News spread like a flash and soon the whole world would find out about it. Now, can you imagine what a shock it was when this really happened? All the clips on T.V. and everything were exactly like they were in my dream. It was awful thinking about it. That's when I got to thinking: what's happening to me? It gave me a scary feeling.

I've learned to control my power a little since then; I only seldom dream things like that. If you ask me something, I just concentrate on your question for a few seconds and in my mind I see the answer.

Seeing into the future has its advantages. I am now able to predict catastrophes, disasters; if ever they would happen, I'd be able to bring my friends and family to safety. Then, I can always be a fortune teller, but I don't think I'd like that very much. But I think that if I had the choice of having this power or not, I wouldn't want it. It's taken all the fun out of life. Every question I ask myself I find out the answer automatically. It can be a real pain sometimes. For example, I asked myself a question

25 just before the playoffs started: "Who's gonna win the Cup?" Well, right away I knew: New York. What's the use of watching the game? It takes all the fun out of it.

Then, I knew, well... I've had several experiences since that one, since I discovered the power, but I, I'm gonna have to learn to
30 control this force a little more before I know everything that's going to happen to me in the future. I also feel confident that I can use my ability as an advantage. I just wish that so many people didn't refuse to believe me when I say, "I can see the future!" They say, "You're a phoney, you're crazy." It makes me feel different,
35 out of place. Oh well, I'll just have to learn to live with it.

Student: C - III - 1

Comments

Ideas: - the use of actual events makes this presentation realistic and convincing; however, too little time is devoted to the description of emotions.

Organization: - well-organized presentation: there is an observable sense of direction from the time the speaker became aware of her power and its uses, advantages and disadvantages;
- plausible conclusion.

Grammar: - despite some awkward sentences (7-8, 17-19), the speaker shows competence in her ability to use language;
- variety of sentence structures, e.g., interrogative, direct speech, etc.

Vocabulary: - appropriate to the topic and audience.

Delivery: - good voice control;
- tone and pronunciation are generally good.

Scoring Form: Oral Compositions

C-III-1		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	(✓)	Weak : 10 to 13	14/20	
( )-variety	( )	Good : 14 to 16		
( )-originality	(✓)	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		22/30
( )-plan	(✓)	Weak : 5 or 6	8/10	
( )-intro. & concl.	(✓)	Good : 7 or 8		
( )-coherent sequencing of ideas	(✓)	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	(✓)	Weak : 10 to 13	14/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	(✓)			21/30
4- Vocabulary:		Very weak: 0 to 4		
( )-rich	( )	Weak : 5 or 6	7/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	(✓)	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	(✓)	Weak : 8 to 10	14/15	
( )-enunciation	(✓)	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	14/15	36/40
( )-rate	( )	Good : 11 to 13		
( )-tone	(✓)	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	(✓)	Weak : 5 or 6	8/10	
( )-gestures	( )	Good : 7 or 8		
( )-facial expression	(✓)	Very good: 9 or 10		
( )-visual contact	( )			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 79 x 0,8 = 63 %

SPK - 149

Grade Level: 9-10 Topic: Seeing into Future Purpose: To express feelings

My Special Power

Have you ever been to a circus where they have those fortune tellers, the ones that claim they can see into your future? If you have, you probably understand the way I feel.

You see, I recently discovered that I had the power to see in the future. It happened at the most casual, common place imaginable: right on the street. I had just come back from the dentist's office (this is about a year ago) and like I just had a filling put in my tooth and I was crossing the street but I was hit by a passing streetcar. I wasn't injured because the car was going fairly slow, but the impact of the car, it had jolted my filling and caused my teeth to grind together.

At that moment, I had the sudden flash of my mother's anxious face waiting for me at home. When I did get home, my mother displayed the same reaction I had foreseen.

I was confused and I didn't realize what was happening. I couldn't picture in my mind that I had this ability that enabled me to visualize certain acts which were to happen later in time. So I decided to try it again to convince myself. I grinded my teeth together and I thought real hard and I saw a picture of my sister's face. She was angry because I had worn her best blouse during the accident. Even that night, she had the same reaction I had foreseen. By then, I was really proud.

Pride, you know, had suddenly overwhelmed me. I was totally convinced that I was better than any other person because of my special power. But then pride can soon turn to selfishness and soon enough it did. I began to use my power, you know, to find out certain things that were going to happen on certain games and I was winning, you know! Like I bet on horse races and stuff like that and I would win because of my power.

But I realized that it wasn't exactly the best way because my power was special and I had to use it, you know, for good things, for the better of the world. How little I was to know the terror that would soon follow.

Like at first I was really happy, because like my power wasn't too strong and I just saw little things, you know like my mother and friends, you know, stuff like that. But as my power grew, so did the terror! I began to see things you wouldn't believe. I mean, really terrible things that weren't going to happen like just to me but to the people I cared for the most and it really scared me.

I was really terrified. By then, like it had happened quite a few times and as I said before, like the things were really horrible. So I really began to hate my power. I actually detested it. I was afraid to think because of what I would see. So instead of determining myself to better my power, I thought to myself: "I've got to get rid of it!" and so, like after a while, couple of weeks, I finally did get rid of it. I stopped thinking, totally. I had to stop thinking about what was going to happen to other people and now that I think back upon it, I'm kind of glad I did.

Because when you know what's gonna happen in the future, you
50 really have nothing left to live for. I mean, I would know what was going to happen and there would be no more suspense in my life, nothing. I would know, and that's it! So there's nothing left to live for.

Student: C - III - 2

Comments

Ideas:
- the speaker makes a definite attempt to mention the emotions felt: confusion (15), pride (23), selfishness (25), happiness (34), terror (37), hate (42), but does not succeed in making the listener share them;
- events related are uninteresting, others only give rise to vague references (e.g. 37-39).

Organization:
- good chronological order;
- introduction and conclusion are weak.

Grammar:
- occasional grammatical errors concerning adverbs (10), prepositions (4), tense (28), etc.;

Vocabulary:
- mixes levels of language e.g. (23, 32) versus (28, 35, 36, 48, 49, etc.);
- abuse and misuse of "like", "you know", "thing";
- imprecise word choice: casual (5), acts (17), better (32), etc.

Delivery:
- tone and rate are good;
- poor enunciation (1, 48, 49);
- slurred speech (3).

Scoring Form: Oral Compositions

C/-III-2		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
( )-relevance	(✓)	Weak : 10 to 13	14/20	
( )-variety	( )	Good : 14 to 16		
(✓)-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		20/30
( )-plan	(✓)	Weak : 5 or 6	6/10	
(✓)-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
( )-sentence structure	( )	Weak : 10 to 13	14/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
( )-agreements: tense	( )	Very good: 17 to 20		19/30
4- Vocabulary:		Very weak: 0 to 4		
(✓)-rich	( )	Weak : 5 or 6	5/10	
( )-precise	( )	Good : 7 or 8		
(✓)-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	( )	Weak : 8 to 10	9/15	
(✓)-enunciation	( )	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	( )	Weak : 8 to 10	13/15	31/40
( )-rate	(✓)	Good : 11 to 13		
( )-tone	(✓)	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	(✓)	Weak : 5 or 6	9/10	
( )-gestures	(✓)	Good : 7 or 8		
( )-facial expression	(✓)	Very good: 9 or 10		
( )-visual contact	(✓)			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 70 x 0,8 = 56 %

SPK - 153

Grade Level: 9-10 Topic: Seeing into Future Purpose: To express feelings

A Strange Fish

It all happened on a warm summer afternoon. The sun was shining and there was a little bit of breeze in the air. A couple of friends and I decided to go fishing. We got all our gear together and started out on our bikes. I felt really hot and hopeful about our day and wishing our catch would be plentiful and also looking forward to sitting beside the cool water. We finally arrived at the river after three miles of pedaling. I was so exhausted. We picked out our spot and started to fish. I was saying to myself, "I'm going to catch you fish out there, wherever you are." My friends caught a few but so far I wasn't lucky. I was feeling kind of down at not being able to catch a fish. Finally, a bite. I was taken by surprise. I'm reeling my line in and was really amazed at the beautiful fish I had caught. I started to look at it closely. For some reason, the fish was different from the others. As if by magic, the fish started to look at me. I was stunned. I looked closer. The fish started to talk to me. Then, I was really frightened. I stepped back and wondered. This must be a dream. Because of releasing him from the polluted water, he would grant me a wish for me looking into the future. I sat down and put my hands on my face and all of a sudden, like a movie playing inside my head, I could see myself and my friends as the future, as though what are we doing here. All of a sudden on prom night, we were all

having fun, saying goodbye to all the friends that would be going separate ways. As the image rolled by, I could see myself going on
25 a cruise with a friend. Everything I had dreamed had come true. I felt satisfied about my life. The ultimate of the cruise was meeting a movie star, and he liked me. We got acquainted and he asked me if I liked sports. I told him I really liked basketball and asked to play a game. One day as we were playing he lost
30 control of the ball which was going in the direction of the pool. He slipped and fell in. I thought he could swim; I dove in to rescue him. Then, I could hear my name being called. I looked around; I was beside the river, no fish in sight. Was I dreaming?

Student: C - III - 3

Comments

Ideas:
- completely off-topic: a long drawn-out narrative which does not deal with feelings;
- makes use of the worn-out, hackneyed dream motif.

Organization:
- the introduction is far too long and the conclusion is abrupt and trite;
- the ideas are not always coherent, but dreams seldom are.

Grammar:
- sentences are either childishly simple or poorly structured, e.g., 4-6, 18-19, 20-23;
- tense confusion (12, 23 - 28).

Vocabulary:
- simple and limited though rather appropriate to topic.

Delivery:
- enthusiastic;
- tone and rate acceptable;
- enunciation and pronunciation clear.

Scoring Form: Oral Compositions

C-III-3		/ /	
Pupil	Grade	Date	Marker

(weaknesses) (strengths)

Criteria:

A) Content (30)

1- Ideas:		Very weak: 0 to 9		
(✓)-relevance	( )	Weak : 10 to 13	5/20	
(✓)-variety	( )	Good : 14 to 16		
( )-originality	( )	Very good: 17 to 20		
2- Organization:		Very weak: 0 to 4		10/30
(✓)-plan	( )	Weak : 5 or 6	5/10	
(✓)-intro. & concl.	( )	Good : 7 or 8		
( )-coherent sequencing of ideas	( )	Very good: 9 or 10		

B) Language (30)

3- Grammar:		Very weak: 0 to 9		
(✓)-sentence structure	( )	Weak : 10 to 13	13/20	
( )-agreements: gender, number, person	( )	Good : 14 to 16		
		Very good: 17 to 20		
( )-agreements: tense	( )			19/30
4- Vocabulary:		Very weak: 0 to 4		
(✓)-rich	( )	Weak : 5 or 6	6/10	
( )-precise	( )	Good : 7 or 8		
( )-correct	( )	Very good: 9 or 10		

C) Delivery (40)

5- Diction:		Very weak: 0 to 7		
( )-pronunciation	(✓)	Weak : 8 to 10	13/15	
( )-enunciation	(✓)	Good : 11 to 13		
( )-accentuation	( )	Very good: 14 or 15		
6- Voice:		Very weak: 0 to 7		
( )-volume	(✓)	Weak : 8 to 10	13/15	33/40
( )-rate	( )	Good : 11 to 13		
( )-tone	(✓)	Very good: 14 or 15		
7- Non-verbal aspects:		Very weak: 0 to 4		
( )-posture	( )	Weak : 5 or 6	7/10	
( )-gestures	( )	Good : 7 or 8		
( )-facial expression	( )	Very good: 9 or 10		
( )-visual contact	( )			

Final mark
- instructions followed — TOTAL: ____ %
- composition read or recited — TOTAL: 62 x 0,8 = 50 %

SPK - 156

DATE DUE

	261-2500		Printed in USA